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A REPORT ON THE SENATE MEETING OF OCTOBER 15

by HARVEY MAYNE

Senate convened at 2:29 p.m. The main motions considered were:

LECTURER FRANCHISE by Senator Hajaly, seconded by Mr. Hyman: "that all full-time members of the staff, including lecturers, should have voting rights for election to Senate."

In supporting this motion, Mr. Hyman said that "the arguments against it are an attempt to obscure the issue." However, at the urging of several members of the Senate who pointed out that the wording was too ambiguous, the mover and seconder agreed to rephrase their motion to read: "that all full-time members of the academic staff, including lecturers, shall be eligible to vote in elections for academic members of Senate" (passed unanimously).

SENATE REPRESENTATIVES ON AD HOC COMMITTEE TO NOMINATE A PRINCIPAL by Senator Hyman, seconded by Mr. Edel: "that Senate recommend to the Board of Governors that the composition of this Committee be changed to comprise the following: four student members, four members of the Faculty engaged in full-time teaching or research, two representatives of Senate, and one representative of the Graduates' Society."

The composition of the Committee, up to this time, was to be three representatives of the Governors, three representatives of Senate, two students selected by the Students' Society, and one representative each from the McGill Association of University Teachers, and the Graduates' Society. Mr. Hyman's motion would have increased representation from the students and faculty, but would have altogether eliminated any membership on the Committee from the Board of Governors.

Senator Julius Grey said the intention of the Hyman-Edel motion "will make the Board of Governors suspicious." Chancellor Ross asserted that under University Statutes, the Governors represent the public interest.

AMENDMENT TO MOTION by Senator Lloyd, seconded by Mr. Grey: "that Senate recommend to the Governors that the number of members on this committee be increased by three, to comprise one additional student member and two additional members to be selected by the MAUT."

The MAUT had, previous to the Senate meeting, already decided it would send three members to the Committee, instead of only one as originally authorized by the Board.

Senator Yates then pointed out that the MAUT represents only two-thirds of the staff.

AMENDMENT TO THE AMENDMENT by Senator Yates, seconded by Mr. Hyman: "that if additional staff members were to be added to this committee they should be elected by all full-time academic members of the staff" (carried 24-4).

Professor Lloyd's amendment to the main motion as amended was then carried 28-10. The original motion as amended was passed 24-6.

Senate then agreed on the suggestion of Mr. White, that one of the student representatives be from Macdonald College.

During the discussion of the above motions, a group of about 100 students who had been attending a moratorium day rally in the same building as Senate held its meeting, jammed into the gallery reserved for spectators. When it looked as if every available space had been taken, Mr. Hyman rose on a question of privilege.

MOTION OF PRIVILEGE by Senator Hyman, seconded by Mr. Edel: "that the folding doors be opened to accommodate the overflow audience in the back section of the chamber."

Senate then immediately voted on the motion, which it defeated resoundingly 20-6. The back section of the Leacock Council Room is used as an antechamber for Senate meetings. Coffee and cookies are served there during the recess. Last year, spectators were allowed to sit there, but because of increasing complaints from Senators who said they were being "annoyed by disturbances," this practice was discontinued.

Vice-Principal Oliver's suggestion that "the doors now be shut because of the density in the gallery" was called "a most irresponsible thing" by Senator Hyman. Mr. Hyman angrily challenged the Vice-Principal to explain why he had reversed his position since the last meeting when Senator Oliver had stated that the back section would be opened when the number of spectators warranted it. He added that Senate should "let them in somehow."

Throughout the heated debate, and later on in the meeting several members of the audience decided to seize the opportunity of participating in the deliberations by booing and applauding. Student senator Caron had to urge the audience to remain orderly "and watch how this Senate works—it's really very interesting."

Senator Grey said that any attempt to close the doors of the Senate chamber before any disturbances might occur would be "defending ourselves in advance, something which I call attacking." He urged Senate to get on with its business.

The Principal agreed, and said that "if members of the audience are uncomfortable, they may take whatever action they need to leave."

After discussion on the Steering Committee Report ended, Senator Hamer rose on a point of privilege.

MOTION OF PRIVILEGE by Senator Hamer: "that in the context of the anti-war moratorium being held today, that the Senate of McGill University immediately adjourn its meeting as an expression of solidarity with the people of Viet Nam in their national liberation struggle against the US aggressors."

"To say that our business here is more important than this is ridiculous," Senator Hamer asserted. Mr. Edel then said he had a suggestion which would enable Senate business to continue.

FURTHER MOTION by Senator Edel, seconded by Mr. Hyman: "that Senate hold another meeting within five days to deal with the agenda" (accepted by Mr. Hamer as incorporated into his motion of privilege).

Vice-Principal Oliver said that he was "not against certain kinds of collective decisions at certain times, but we have to check very carefully." He felt the only action the university should take should be "studying and discussing the problems, and therefore I am fully in support of the teach-in now in process."

Senator Yaffe said that although he was "against the war with every fibre in my body," an adjournment of Senate would have "no effect other than slowing down university business."

Senator Lloyd stated "McGill has neither the right, obligation, or need to act this way."

AMENDMENT TO MOTION by Senator Lloyd, seconded by Mr. Grey: "that while Senate is in sympathy with the motives of those moving this motion, Senate records that urgent matters of importance to students and staff preclude an adjournment of Senate at this time."

Mr. Hyman then rose and said he could "cite ways in which Canadian industries are supplying material in the Viet Nam war." Senator

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A REAL CONTEXT FOR EDUCATION REFORM

first of a series

by HOWARD ASTER
and STUART GILMAN

In the past few years, Britain has experienced its share of student unrest, principally at the London School of Economics, Essex University, and two art colleges, Hornsey and Guilford.

Harry Kidd, former secretary of the LSE, has just published a book, *The Trouble at LSE, 1966-67*, in which he analyses and documents the causes and course of student protest at his school.

Among universities, LSE is not unique. In the past 15 years, this institution has experienced a very rapid increase both in numbers of students and teaching staff. This has created many problems—overcrowding, staff-student relations, administrative efficiency, insufficient resources to finance expansion. Although these problems were present when the student protest movement began at LSE in 1966, they were not the principal factors. These, very same factors and conditions exist in almost all modern universities, but they can never be considered the real causes for unrest; they always remain residual issues.

The coincidence of two events precipitated the first organized student protest at LSE. First, a group of politically conscious students broke away from the traditionally sponsored Labour Party Club on campus and formed the Socialist Society. In general, this society was dedicated to the perpetuation and stimulation of the processes of social, economic, and political criticisms, which after all had been the driving forces behind the very foundations of the LSE. Articulate, organizationally sophisticated, and, above all, concerned with society and their own university, this group began to engage in general propaganda activities focused on specific aspects of injustice both within Britain and within the School.

At the same time, the University administration appointed Walter Adams, principal of University College in Rhodesia, new director of the School. Many students questioned his suitability for this position in view of the School's large Afro-Asian student body, its socialistic traditions, and Adams' association with and complicity in the racist regime of Rhodesia. The Socialist Society organized, articulated, and led student opposition against this administrative decision. In such situations, the opposition becomes more articulate, the issues broader, the conflict more highly defined. The battle lines were formed.

In addition, a series of more immediate issues intensified and exacerbated the conflict at the LSE. The President of the Students' Union wrote a letter to the *Times* explaining student opposition to Adams; a student Union meeting was banned by the administration; the administration suspended the Student Council President and the President of the Graduate Society; a sit-in was held; the police were called in to clear the sit-in, etc.

By now, this sequence of events is very familiar—a polemical issue becomes allied to an administrative decision which results in an

action where a student body openly confronts the university authorities. Conflict, strife, sit-ins, suspensions, and police arrests result.

In his book, Kidd claims that a certain "minority faction," "militants," or "a small number of determined recalcitrants, if they chose the right time and place, can cause disruption out of all proportion to their number." According to Kidd, these people oppose not only the school authorities, right reason, democratic channels of communication and compromise, but also the structure of democratic society itself. Kidd firmly believes that these kinds of people constitute a minority among the student body. However through a combination of zealotry, organizational preparedness, and ruthlessness, coupled with the prevailing apathy of most students who, after all, come to University to receive an education rather than to cause trouble, these minority groups do cause a total disruption of normal university life. The University, according to Kidd, must respond to such situations forcefully—suspensions, enforcement of discipline (even if police must be used, even the use of law courts where necessary). The University, as a functioning institution in society, must be protected against radicalism.

Kidd, however, is no simple-minded apologist for a paternalistic University or unquestioned authority. He believes in reforming the structure of modern universities and the democratization of decision-making, but only where the interests and concerns of the students are directly involved, e.g. student housing, cafeterias, extramural activities. The universities must never give in to the militants for that would mean abdicating its major responsibilities which are to society at large. And here, the universities' responsibilities are to produce efficient, trained, and sophisticated individuals who can handle the complex machinery associated with a technologically advanced society.

To Kidd, as to many modern educationalists, the university is an institution specifically designed to transmit and stimulate knowledge, a place where the better informed transmit vital information to the lesser informed. It is a technological factory where the finished products are skilled technicians who maintain and develop further the prevailing technologies. The basis for any institutional structure is discipline and fixed authority relations. If one questions the validity of the authority relations in a university, then one is really questioning the validity of the entire structure, and, by implication, the technological factory and the broader technological environment. But, in fact, this is exactly what the student protest movement is questioning—the validity of traditional authority, the concept of the university as a technological factory, and the technological society itself. Hence we arrive at the utopian and idealistic, as well as the critical and destructive, aspects of its ideology.

But if this is the ultimate aim of the student protest movement, as some claim, what specific form does the protest assume within the university structure? What is the focus for the conflict between university authorities and student radicals? The real focus of conflict is be-

tween two diametrically opposed concepts of decision making. The first is the democratic, representative structures which constitute the bases for democracy in the modern world. The second is some form of mass populism, or a direct-action type of decision-making structure. According to student radicalism and according to Marx, the former has always been coincidental with alienation. In such a structure, freedom can only have minimal content, action only peripheral results, meaning only consequential form. The populist type of decision-making structure sees meaning in action, results through active commitment, and freedom through direct participation. This dichotomy forms the impulse behind all student movements, ideologies. To label student radicalism as revolutionary or fascistic is simply to miss the entire point. And further, to respond to it by repression indicates a lack of insight and understanding.

The two most critical questions about student protest movement are "What is it all about?" and "Why does it arise?" Contrary to what most university administrators believe, student protest movements appeal to students because they demand more student responsibility within the university and the society at large. Students want to determine, to some degree, what they learn, who is to teach them, and how, what is relevant to their lives, and the nature of an appropriate university environment. Further, they want to have a direct say in what kind of society they are going to live in. The basic impulse of student radicalism is a desire to acquire responsibility for the content and direction of their lives. It is therefore not surprising that youthful radicalism arises among university students who are the most articulate, intelligent, and most conscious sectors of the youthful population. It can and has been described as an extension of adolescent revolt against parental authority. But the aims and motives are sincere and important because it is all about achieving responsibility and power over one's own life.

If one understands this basic element of student protest, then one can appreciate the factors precipitating this demand for greater responsibility. Technologically advanced societies, e.g. the US, France, Britain, Italy, Germany, Japan, Sweden, Canada, have robbed most young people of any sense of responsibility. In these societies, traditional taboos have vanished, the notion of success is vacuous, the struggle for survival meaningless—life is given, you do not starve. Further, with the breakdown of the family unit, the birth of new dimensions for social relations, and the arrival of the global village consciousness, the notion of responsibility has been further emptied of its traditional content. In effect, the entire experience of adolescent revolt and youthful maturation which was the traditional manner to achieve responsibility has now become obsolete. The irresponsibility of childhood, where everything

is taken care of and life is experienced as a game, now extends into adult life. Life has no orthodox purpose, individuals do not mature into conventional responsibility. Jerry Rubin, for example, has said, "Who the hell wants to 'make it' in America any more? The American economy no longer needs young whites or blacks. *We are waste material.* We fulfill our destiny in life by rejecting a system which rejects us."

Has there ever been a more desperate plea for responsibility, for something meaningful to do, for an activity in which one can achieve a sense of purpose, place, and function? Like Jerry Rubin, most student radicals are simply pleading for a meaningful area of responsibility. They do not want to be waste material, yet their society treats them as such. This explains why social justice, the fate of the poor and of the deprived, constitute an attractive cause for the young radicals. Here is a segment of their experience upon which they can foist their denied feelings of responsibility, their longing for meaningful activity. This also explains why most student radicals come from middle-class backgrounds. For among this type

of social group there is no longer any meaningful focus for the traditional responsibility experience; life is too easy, liberal, given, irresponsible.

One questionable solution to this problem is for society and the universities to devise techniques which will restore meaningful and responsible experience to the nation's youth. Give them a greater voice in university decisions, more responsible positions in the university's decision-making communities, or as Bruno Bettelheim suggests, expand youth's participation in a nation's destiny by expanding activities such as internal peace corps and community services. Make youth feel a part of a meaningful community and restore the waning sense of responsibility for their lives and the life experiences of their society. It would appear that most societies and most academic institutions are moving in these directions.

But is it correct? Is not this response already obsolete? Does the very notion of responsibility itself have any content in a world-wide environment, where decisions are presently being taken which will condition the nature and experience of life in the year 2000, in a world

where traditional structured concepts such as family, religion, love, interpersonal relations, community are undergoing such total alterations? Is the term responsibility itself a reasonable term in a world geared to "play," or in a non-responsible environment? In fact, are not the student radicals simple "flower power" children, doomed to disappear because the nature of change and experience of life itself has outstripped their concepts and directions?

Student radicalism, with its appeal for responsibility, is already anachronistic within an anachronistic educational system. The only reason it is taken seriously by educational authorities is because the educational system itself has failed to redefine its functions and goals in accordance with our revolutionary and radically changing environment. If the educationalist would re-evaluate the entire educational experience, he would realize that student radicalism already lies in the gutter of history.

Howard Aster, a native of Montreal and graduate of McGill University, is presently pursuing a Ph.D. program at the London School of Economics. Stuart Gilman is Associate Editor of the *Reporter*.

RESEARCH AT McGILL

by S. B. FROST



When the 1968-69 financial figures are published, it will be shown that last year McGill won a record 15.5 million research dollars. I say "won" because every research dollar has to be competed for in a very tough market, and it is a remarkable tribute to the skill, keenness, and quality of the McGill faculty that they continue to lead the field in all Canada in this highly competitive rivalry.

It is worth noting that 11.5 of these millions came from Federal sources, 1.8 from other Canadian sources, 1.1 from American sources, point 6 million from research endowments, and point 3 million from Quebec provincial sources. In other words, approximately \$15 million of this money was brought into Quebec by McGill, and by far the greater part was spent in the Province in the form of salaries, wages, and supplies. It is a not inconsiderable contribution to the Quebec economy.

The 1968-69 figures will also show that we received \$18.9 million in operating grant funds from the Province, \$9.3 million in students' fees, and \$4.7 million from endowment income. These items (taken together with the research figure) accurately reflect the peculiar and challenging role of McGill at this time. At one level, we are a provincial university with a large 12,000 undergraduate population, very dependent on provincial government grants and student fee income. At another level, we are a national and international university, offering the Ph.D. in more fields than any other Canadian university and leading the field in research effort. At the undergraduate level, we are (as it were) playing a very good game in the Quebec Hockey Association league, but at the graduate and research level we are les Canadiens of the NHL. This means we have to combine efficiency and fair dealing and sound farm practices at the junior level, with first-rate, top-ranking professional expertise at the senior level. The sophistication and skill required to combine honestly and judiciously

these two competing demands at this time, and to retain McGill's position in both leagues (since in neither one can we afford to fail), is but one of the many things which make the administration of McGill at this time a particularly demanding occupation. It is not made any easier by certain elements on the Provincial scene, both in the Department of Education and without, who are (to put it mildly) lacking in any appreciation of McGill's national and international role, nor by the smear-tactics of a small group of student activists, who denigrate the university's research record at every opportunity.

Prominent among the activists is Mr. David Ticoll. As a student member of the Tripartite Commission, Mr. Ticoll asked to have access to the files of the Research Grants Office and he went assiduously through them, going back in at least some instances nine or ten years. What he discovered he presented in a report to the Tripartite Commission, and then reread as a paper to a special meeting of the McGill Senate, and has now re-published in the 1969-70 Students' Handbook. Mr. Ticoll is not interested in research for truth's sake. He is interested in demonstrating, at least to his own satisfaction, that McGill is by its research program tied subserviently to "the industrial-military-government" complex. Further, he attempts to show that McGill scientists receive large sums for secret research of a warlike, immoral character.

Mr. Ticoll is in fact tilting at windmills. There are, it is true, some American universities which are so heavily committed to and financed by Federal and industrial military programs that their freedom of development is seriously compromised. But he and his friends have made the familiar mistake of importing to the Canadian campus the dislocations and the problems of the present unhappy American situation. The constraint of academic

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freedom and prostitution of academic talent at which he darkly hints are not part of the Canadian scene. The large pseudo-university research institute, commanding government funds of a size to dwarf the university's own budget, and suborning from undergraduate teaching the professorial staff who leave their classes to disinterested and incompetent teaching assistants and who are sold body and mind to latest high-bidder for academic talent, is fortunately not known in Canada and certainly we have none at McGill. Our \$15 million is well spread out through some eighty Departments, Schools, Institutes, and Centres.

On the other hand, we do accept, and have done over many years, research grants from military agencies, both Canadian and American. These agencies have funds which they can disburse to individual research directors in universities and elsewhere, who will undertake research in those areas in which the agency has a particular or general interest. The amounts thus disbursed are not large. From the Canadian Defence Research Board last year we received only \$365,537 and from American military sources only \$141,466. However, many of my colleagues (and I certainly share their view) believe that to assist the defence activities of one's country and of its allies is not in itself immoral. In times of national emergency we are all very glad to be protected by our armed forces. It would be hypocritical, indeed it is hypocritical, to accuse the defence agencies of being immoral and unclean, and to refuse to assist them in any way, and then call on them to keep peace in Cyprus (or in police-denuded, riot-threatened Montreal), or to protect our lands from nuclear attack, or to wage war on some civilization-destroying tryanny, if one should again arise. For in the memory of many of us, such a tyranny has arisen, and may well rise again unless we are vigilant. The fact that one-third of McGill's student body is Jewish, and the fact that many of its most acute researchers and finest teachers and administrators are Jews by birth and conviction, and the fact that academic freedom can be acknowledged to the extent that Mr. Ticoll is given access to our University research files, is only possible in 1969 because in 1939 there had been a whole generation of Canadian and Allied scientists who had supported the military agencies of our country and our allies by their skill and scientific expertise. There is nothing immoral in a world of warring passions in supporting the defence effort of one's own nation and friends.

The fact that, at the present moment, there is a large body of opinion which would modify

Academic freedom in research must be jealously guarded.

that general position by reason of a strong disagreement with the present American policy in Viet Nam, must not be allowed to obscure the right of the individual scientist to make for himself the choice whether his research should be funded by Canadian or American defence agencies, or whether he should engage in research activity, however funded, which might be of assistance to the military preparedness of his country and her allies. This is an aspect of academic freedom which we must guard as jealously as the right of free speech and free thought.

Nevertheless, there are quite properly serious limitations to be placed on the nature of defence-funded research on the university campus. The business of a university is to seek out truth, to teach it, and to publish it. Except in very unusual circumstances, researchers in

a university environment should not engage in so-called "secret" research—that is, research the results of which cannot be published for the benefit and enlightenment of all mankind. In any event, a university is a bad place to attempt secret research. It is pretty well impossible to set up and maintain security checks and safety precautions. Sometimes a professor, and even more rarely his graduate students, engaged in a particular area of defence-funded research, have to be cleared as persons who can have access to resource information which is classified as "secret," but this is in itself an unusual circumstance. Military agencies, insofar as they have secrets to keep, do not readily make them available to university personnel.

Mr. Ticoll has gone back over many years. During that time McGill has received literally tens of thousands of research grants, yet his harvest is very small. He makes a great deal in the Student Handbook of a column headed "Usefulness to Military Effort" and records the entries with great seriousness. What he does not know is that he is taking note of the answers in a kind of sophisticated parlour game. It goes like this. Professor X has a research interest which he wants to get funded. He tries it out, shall we say, on the Defence Research Board. "But what has this to do with Defence?" they very properly ask, and he then has to come up with sufficiently convincing answers. Some of the answers, such as those relating to the defence implications of the Stormy Weather Group's meteorological research, are fairly general but straightforward. But Professor Pounder, who has over many years made an outstanding contribution to ice physics, or Professor Muller, who is a student (among other things) of avalanches in the Rockies, have had to display rather more ingenuity. The DRB knows that some of the answers are pretty far fetched, but in the interest of securing scientific cooperation generally is often disposed to be quite broadminded. But the scientist must observe the rules and come up with an answer which is at least arguably convincing. The prize in this particular game, it has recently seemed to me, ought to go to Professor Hills, who persuaded the US Office of Naval Research that they had a scientific interest in the microclimatology of the Rupununi Savannas in the interior of Guyana.

The majority of these replies are, however, more direct and serious. Professor Moulder's scram-jet aviation engine studies; a look into the future beyond the coming generation of SST (Supersonic Transport) engines to their successors of the 1980s, has obvious military as well as commercial implications. But this is true of every single program of research ever undertaken at McGill or elsewhere. Psychopharmaceutical studies sound very sinister in an age in which armies may dust whole populations with nerve drugs, but is Mr. Ticoll's generation which has experimented with drug-induced experiences more than any other, and our need to know about these things is now becoming not merely a military and medical problem but a pressing social problem also. Without this kind of research program we are fumbling about in the dark in a cupboard stocked with LSD and methedrine and other highly dangerous compounds.

A clear and notable instance of this two-edged nature of research arises out of Professor Yong's activities. Student interest in and suspicion of defence-funded research first showed itself at McGill in an unscrupulous attack in the *Daily* on Professor Yong for engaging in soil-engineering studies, calculated (so it was argued) to enable American planes to land on

jungle-strips in Viet Nam. Yet the very same knowledge and expertise was needed just recently in Biafra to enable Canadian Caribou aircraft to land food and drugs on the hastily prepared air-strips in Biafra.

The fact is that research is research, whether it is funded by NRC or DRB, and its results may well be of use in civil or in military situations. If it is of use in the one it will be of use in the other. Professor Mason studies the formation of droplets in atmosphere, and his work can be used to facilitate aerial fertilization of crops, the dissemination of poison gas or of bacteria, or it may make rain possible over the Sahara. Blood-transfusion innovations in the Spanish Civil War strengthened at the time the anti-Franco military effort, and has since then saved innumerable lives in industrial accidents, and has made modern surgery possible.

There has to be then a real freedom given to the university professor to make his own

Research is an intensely personal affair.

moral choices and to pursue his own intellectual interests. Research is an intensely personal affair. Each director of research must be allowed to "do his own thing." On the other hand, the broad interests of the University have to be protected against too great a domination of campus life by outside interests, and by secrecy rules which are not compatible with the open mores of university life. This was one reason, it may be noted, why McGill and HARP agreed to go their separate ways. HARP, it appeared, could only survive financially by taking on more and more military programs to the point where we felt that its activities were becoming incompatible with university practices.

The McGill Research Policy, published in the Announcement of the Faculty of Graduate Studies and Research, sets out, I firmly believe, a reasonable balance of these conflicting forces of freedom, openness, and university propriety, with a sufficient clarity to enable the University to make its ad hoc judgments in individual border-line cases. The University publishes the McGill Index of Research, and the more detailed Directory of Research Directors is available in the major McGill Libraries. Mr. Ticoll, for political reasons of his own, wants to portray McGill professors as the lackeys (I believe that is the customary word) of a secret, sinister Western militarism. On the contrary, they are hardworking, intelligent members of an open democracy, contributing by their rare skills and according to their own consciences, to the wisdom and well-being of all mankind. We have every reason to be proud of them and to be appreciative of their achievements.

If McGill is to be not only a very good provincial university but also an outstanding national and international institution, she needs all the help and every dollar that her research program can afford. If we are going to continue in the NHL we have got to be out there, on the ice, going hard for every dollar and coming up with every ingenious idea we can muster. Provincially, McGill can only continue with substantial operating grants; nationally and internationally, we can only live by our wits.

Dr. Frost, who was dean of the Faculty of Graduate Studies and Research until recently, is now McGill's Vice-Principal (Planning and Development).

BIO-MEDICAL ENGINEERING

by TOM PERLMUTTER

J.H. Milsum, director of the recently established Bio-Medical Engineering unit at McGill, is one of the finest antidotes to the popular misconceptions about scientists that one could hope to find. Educated as a mechanical engineer, Dr. Milsum became interested, in the early '50s, in the then new areas of computers and cybernetics. He went to MIT as a graduate student and became converted to control engineering (the designing and building of control systems such as auto-pilots, etc.). He did a doctoral thesis on a theme that continues to intrigue him—the concept of optimization, which he calls “the postulation of a reasonable performance criterion as to what a system is trying to do.” One can always design a control system that could produce perfect gasoline, for example, but at a tremendous cost. A “trade-off” is necessary between quality control and costs. It is this concept of optimization that he is presently trying to apply to what he calls the “soft” sciences, i.e., economics, sociology, psychology etc. This year he is conducting an experimental interdisciplinary course, to interested faculty and students, on general system dynamics. Dr. Milsum has promised the *Reporter* an interview on this latest development of his theory which will be of great importance in establishing closer links between the social sciences and the natural sciences. The optimization concept also provides one of the leading guideposts in the research going on at the bio-medical engineering unit.

Dr. Milsum is unusual in that he is willing to jump into fields that are seemingly unrelated to his own. More importantly he is able to bring with him basic theoretical conceptualizations that can correlate the various areas of his interest, such as control engineering and the study of biological control systems. As he puts it, “I’ve always had the nature to want to look into the problems that intrigued me, and since my doctoral degree I began to realize that I have certain tools—methodology, principles, ideas—inside me which enable me to tackle most of the things I’m interested in.”

From MIT he went to the National Research Council in Ottawa, where he ran a new computer and analysis section. From involvement in ecological modeling he moved to an interest in the control systems in the human body. It was at that time that he was approached by McGill to fill the Abitibi Chair of Control Engineering. He came with the understanding that considerable interest would be focused on biological control systems. He started a course in bio-medical engineering, presented it to the medical faculty, and spent the next three years preparing the necessary mathematical ideas which became the book, *Biological Control System Analysis*. In the same year that the book was

published (1966) the Bio-Medical Engineering Unit was established in the McIntyre building. “It was important that it be there because the vector was into medicine from engineering. It was therefore necessary that the unit be where the medical people were.” Dr. Milsum’s background is important for an understanding of what the bio-medical engineering unit is all about since he happens to be the prime mover in its establishment and in the theoretical framework within which it operates, i.e., control systems analysis.

Engineering has been defined as the means by which the great powers of Nature are harnessed for the benefit of man. Engineers then tend to be regarded as mere technicians applying the principles of the natural sciences. However, Dr. Milsum emphasizes the need for an engineer to understand the complete dynamics of a system with which he is trying to work—especially in such fields as biology, where the system is part of man’s body, making for different standards and greater limitations than the engineer is used to. The engineer must become a theoretician in the sense that he must use a mathematical model approach to a system both in order to develop a machine, instrument, or whatever is wanted, and also to optimize the performance of the resulting tool. For example, in bio-medical terms, if a doctor wishes to conduct blood-flow studies it is just not enough to ask an engineer to design an instrument. The experiment must be thought right through, and he must understand the dynamics of the biological system if he is to build an optimal instrument—one in which a balance is achieved between the amount of information received and the amount of the cost where cost can be either pain on the part of the patient, money, time involved, or any combination of the three.

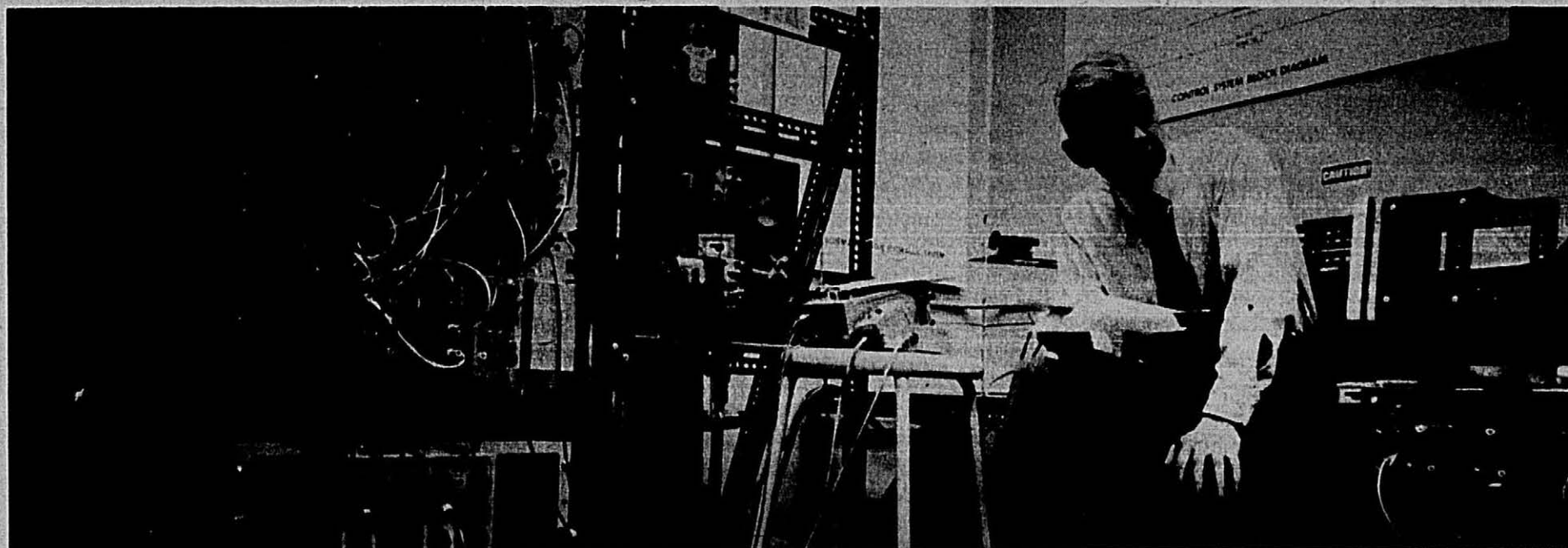
This is exactly what the unit at McGill is involved in. Their aim is to “provide a control engineering approach, which means a mathematical modeling approach to (and computer simulation of) understanding the biological control systems.”

At this point it would be useful to point out the technical aspects of bio-medical engineering, those areas with which the public is more familiar, and thus possibly get some bearing on where the work at McGill lies.

The engineer’s involvement with human aspects typically covers man-machine systems, instrumentation, and prostheses. Instrumentation covers such things as the designing and construction of surgical appliances, x-ray machines, etc. The doctor used to give an engineer certain specifications to complete, and he would do so without ever understanding the

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The unit's aim is to provide a control engineering approach to the investigation of biological control systems. Dr. Milsum explained that the instrument below is used for experiments with the neuromuscular system.



NO MORE DEGREES AT MCGILL

Guest Editorial by F. C. MacIntosh

The following paragraphs are taken with slight alteration from a brief I submitted as a member of the Tripartite Commission to one of the Commission's study groups about a year ago. Some of my colleagues agreed with the views I expressed, but they were not considered by the Commission as a whole. Because the University community is likely to be talking a great deal this session about problems of curricular reform, I would like to put these notions forward as a contribution to the discussion.

For generations or centuries the mark of success at University—for students, faculty, and the world at large—has been the getting of a degree. The *content* of degree programs changes a bit each year in response to the advances of scholarship and the real or supposed needs of society. But the *shape* of the programs—the formal progress from matriculation to graduation over three, four, or five years—has not changed at all. It is time to think of breaking the mould. I question the value of our traditional degrees for the following reasons.

1. The traditional labels were fairly harmless so long as they remained the perquisites of a scholarly or professional few in a relatively stable social organization. They are no longer harmless when we make them a device for distinguishing the lucky 20 per cent of our youth from the unlucky 80 per cent—the potential top layer who will get most of the interesting and rewarding jobs, from the bottom layer who will do the rest of the work. That this is what is happening and will continue to happen is surely recognized by society as a whole, including all but the most underprivileged of the young themselves.

2. To maintain and, still more to improve, the quality of life at home and in the rest of the world, we must acquire the best technological knowledge and the wisdom to build social systems in which this knowledge can be used for the general benefit. Though young minds learn fastest, it would be nonsense to think that in a world where useful knowledge doubles every decade, people cannot profit from structured learning programs after their early twenties. An educational system that provides no formal opportunities in later life for revising knowledge and attitudes is likely to produce a society that is ineffective in anticipating change and in responding to it. The provision of these opportunities must be an increasing part of the university's responsibility to society; and since education must be recognized as a continuing process, the once-and-for-all degrees have lost whatever justification they might have had in the past.

3. Degree programs, however liberally conceived, are bound to impose unjustifiable restraints on the educational process, if only because they represent a fixed number of course credits to be obtained in a fixed time. They cannot take much account of the individual's inclinations and capabilities, and they respond sluggishly to the need for change.

4. All the information that now goes into the rating of a student for a degree, plus additional information, can easily be stored and retrieved with the aid of modern facilities and made available in understandable form to anyone who ought to have it, e.g., the student himself, his parents, or (with his permission) his potential employers; thus providing a more

accurate and more useful account of his achievements and capabilities than the traditional abbreviation that his diploma allows him to append to his name. All this information when appropriately categorized and tallied would incidentally provide a more realistic basis for formula financing by governments than a mere head-count of students in degree programs of the present type.

5. Elimination of degrees might help to eliminate those students whose primary aim was the degree itself rather than the education it is supposed to represent. This would allow scarce resources to be put to better use. It would not take much ingenuity to find ways, if they appeared to be needed, of discouraging students who would like to stay on indefinitely.

6. The case for retaining professional degrees is somewhat stronger than that for general degrees, since it can be argued that the granting of licences to practise should not be exclusively in the hands of a body of professionals whose own attitudes and educational experience are likely to be outdated. On the other hand experience seems to show that professional degree programs are even more stereotyped than those of the B.A. or B.Sc., and take even less account of the diversity of the tasks that may fall to the candidate after he graduates. If professional degrees are to be retained they should perhaps be given only for a limited period, say 10 years, after which the candidates would have to show the university that they still deserve to hold them.

Dr. MacIntosh is a professor in the McGill Department of Physiology.

ONTARIO PRESIDENTS' WORKING PAPER ON CAMPUS ORDER

Recent years have witnessed a mounting wave of demonstrations, confrontations and violence in North American universities. Increasingly, these disturbances have been characterized by extremism and violence, confusion and division on the part of faculty, frequent tacit or vocal endorsement of radical students by some faculty members, a wide range of responses by university administrators (all the way from condoning or forgiving extremist behaviour to prompt reliance on the police), demands for amnesty in the aftermath of violence, and a growing disaffection and rage directed at the universities by the public and legislators.

There can be no doubt that violence constitutes a serious danger to the survival of the universities as places of teaching, research and scholarship. These functions at the highest level can only be performed in an environment free from coercion. By accepting membership in the university community an individual acquires new responsibilities. As observed by the Faculty

of Arts and Sciences at Harvard, these responsibilities "require him to see how easily an academic community can be violated, knowingly or unknowingly—whether by actual violence or by lack of responsiveness to widely perceived needs for change; whether by impatience or by insensitivity; or by failure in a process of decision to make sufficient effort to consult those who have to live with the results of the decision."

In Ontario the focus of protest has been on the governance of universities and on the programs and curricula. Much but not all of the protest has been exercised fairly and legitimately and the universities have shown their willingness and ability to be responsive to the need for reforms.

The Universities in Ontario will continue to be responsive to student concerns and opportunities for improving the ways in which they perform. The faculty, administration and governing bodies are prepared to discuss with the students the merits of proposals on any issues

in an atmosphere of mutual respect. They will continue to make changes where discussion and examination demonstrate opportunities for improvement. However, the universities will not carry on discussions or make changes in the face of threat or other forms of coercion. The unlimited range of ideas essential to the university function cannot exist in the presence of coercion and he who interferes with free discussion and exercise of the rule of reason exhibits behaviour unfit for the academic community.

Illegitimate disturbances within the universities fall into two classes—those which obstruct the normal processes by which the university carries out its academic functions and those which, whatever their other characteristics, invoke violence or the threat of violence.

Illegitimate and unacceptable activities, as listed by Harvard, include the following:

- (a) violence against any member or guest of the university community;

(b) deliberate interference with academic freedom and freedom of speech (including not only disruptions of a class but also interference with the freedom of any speaker properly invited by any section of the university community to express his views);

(c) theft or wilful destruction of university property or of the property of members of the university;

(d) forcible interference with the freedom of movement of any member or guest of the university;

and in general

(e) obstruction of the normal processes and activities essential to the functions of the university community.

It is possible to have peaceful demonstrations to draw attention to issues without interfering with the academic processes of the university and such demonstrations are entirely legitimate. The university, while anxious to accommodate legitimate dissent, is not prepared to tolerate dissent or demonstration which involves any of the above-listed illegitimate activities. The university therefore will consider all of the activities listed above (a through e) as cause for immediate suspension. When a disturbance occurs, disciplinary action will be implemented as follows:

1. All students, faculty and employees of the university will be required to identify themselves to any officer of the university on request. Failure to comply will be interpreted as evidence that the person is not a student, faculty member or employee.

2. The President will have available to him an appropriate standing committee of faculty members and students chosen by the Senate of the university. The President will be empowered to call this committee into session without notice in the event of disturbances occurring in the university. The committee will be asked in any such case to rule first whether the disturbance involves violence or threat of violence. The committee, in the event that violence is not involved, will be asked to rule whether the disturbance constitutes an obstruction to the university's processes.

3. If the ruling is that the university's processes are being obstructed, the President will be required to warn or have warned all those involved.

4. If the obstructive behaviour is not promptly discontinued, the persons will be advised that they have been suspended.

5. If, after suspension, the obstructive behaviour is not discontinued, the police will be brought in.

6. If the ruling is that the disturbance involves violence or the threat of violence, the President will be required to suspend the person or persons and call the police. Cases of violence are beyond the capacity of the university to deal with alone. Violent action is unnatural to the university and yet the only response by which violence can be contained is the exercise of counter-violence. The university recognizes that in such circumstances there is no acceptable alternative to enlisting the police for the protection of the academic community. When the police have been called in and when

charges have been laid by civil authorities, the university will not intervene. It should be noted that the police may on their own initiative come on campus if there is clear and present danger to life or property.

7. In the case of grave emergency involving the safety of individuals or immediate danger to property, the President can call the police before calling into session the special standing committee.

8. Following suspension, the suspended person or persons will be charged before the university's properly constituted disciplinary authority (regardless of any action taken by civil authorities). They will be accused of wilful obstruction of the university's processes or violence, or both, and if found guilty will be liable to expulsion, or dismissal.

The university recognizes that these procedures are distasteful and that the penalty for offences is severe. It fervently hopes that it will not find it necessary to invoke these sanctions. At the same time, the university is adopting this position because it is convinced that the very existence of the university is at stake. Expulsion or dismissal is the only appropriate penalty for those who would challenge the university's right to carry on its affairs through orderly and peaceful discussion and its right and responsibility to be a house of intellect.

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THE GRADING ISSUE

CENTER FOR LEARNING AND DEVELOPMENT

For many years, the traditional grading system has been criticized by both teachers and students. They feel it is an inaccurate measure of ability, that it develops a reliance on external incentives on the part of both teacher and learner, that it deadens the intrinsic motivation to learn, and that by using grades as rewards we are only reinforcing grade-getting behavior which is most often incompatible with our more meaningful educational goals. The following statement by Carl Rogers illustrates the feelings of many educators:

The student's desire to learn can be trusted . . . human beings have a natural potentiality for learning . . . Self-initiated learning, involving the whole person of the learner—feelings as well as intellect—is the most pervasive and lasting . . . Creativity in learning is best facilitated when self-criticism and self-evaluation are basic, and evaluation by others is of secondary importance . . . The best research organizations, in industry as well as in the academic world, have learned that external evaluation is largely fruitless if the goal is creative work. The individual must be permitted to make his own evaluation of his own efforts.

An excellent survey of the subjective pros and cons of this problem is Stuart Miller's recent report (published by CRLT, University of Michigan). In summary, the strongest arguments for retaining the present system are as follows: "it is in common use and allows relatively

standardized information about students to be interchanged between schools; it enforces academic discipline; it serves numerous administrative purposes both within and without the grading institutions . . ." (Miller, p. 4).

The arguments for change have already been suggested and for specific examples of studies dealing with the unreliability of grades etc., we suggest consulting Miller's report. (There is a copy in the CLD library.)

But the critics of the present grading system have not been content to assume a negatively passive role. They have instead suggested a host of alternatives most of which fall under the title of "pass-fail." "Pass-fail" has almost as many variations as it has adherents. Some schools offer a percentage of their courses on a pass-fail basis (for example, Princeton, Pomona, UCLA, Berkeley, Harvard, Cornell, Michigan). At other schools, students can exercise the option only for courses outside their major area of study; in others, students have the privilege only during their first two years; still others reserve the option for upperclassmen. A few schools (for example, University of California at Santa Cruz, Antioch) use the pass-fail system in all four years. At present there are over 70 such experiments on alternatives to the traditional grading procedures.

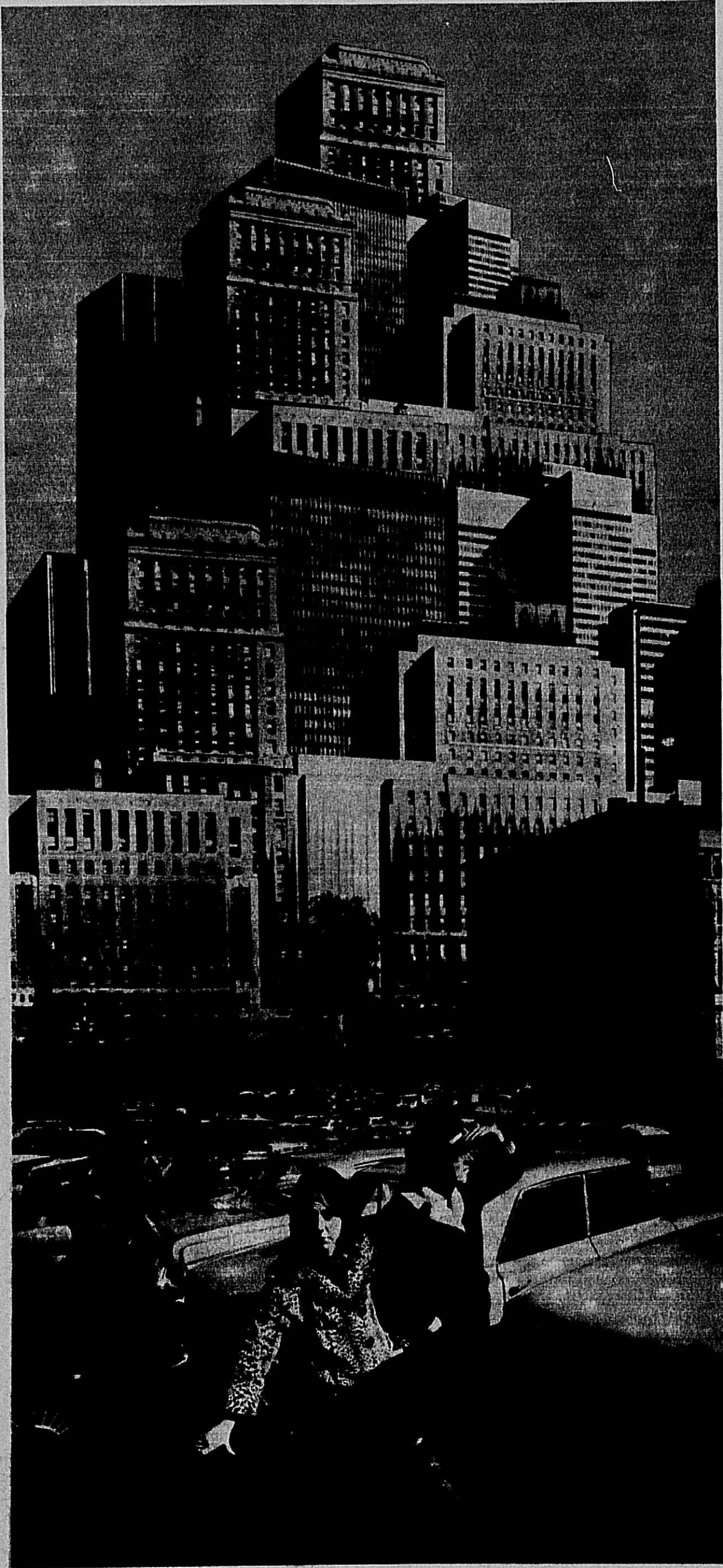
One of the problems often encountered in evaluating the effectiveness of the pass-fail approach is that most of what has been written on the experiments is highly subjective. Subjective analysis should not be completely dis-

missed, of course, but it is clear that the more acutely we examine the system in operation, the more confidence we have when we decide to accept, to alter, or to reject the innovation.

To date, there have been only three schools which have gathered substantial data concerning student motivation, performance, and overall reactions to the "pass-fail" evaluation scheme. For instance, a study at the University of Michigan revealed that students performed as well in their pass-fail courses as they did in their graded courses. In general, the reports indicate that students who have exercised a pass-fail option have reacted most favourably to this innovation. At McGill, a subcommittee (to be chaired by Professor Gutelius) of the Academic Policy Committee on Evaluation and Examinations was formed some time ago. But the committee has yet to meet for the first time.

CLD is currently evaluating research in this area in order to stimulate further discussion and research on the problem at McGill. The results of this evaluation will be presented at the November conference on "Educational Innovations in Higher Learning" (November 19-22). Your reactions to this topic are most welcome.

Charles E. Pascal, Ph.D.,
Centre for Learning and Development



HUMAN ECOLOGY: an introduction (part 2)

by ERIC WADDELL

This is the second part of Professor Waddell's paper presented to the McGill Faculty Human Ecology Seminar on October 6. Part I dealt with a definition of ecology in the contexts of geography and anthropology. This week the author deals with the substance of ecological enquiry in the two disciplines.

Last week I outlined the antecedents to the "human ecological present" in the disciplines of anthropology and geography. It is now appropriate to attempt a characterization of the biological science of ecology, at least as comprehended by social scientists. The exercise presents few serious difficulties. Ecology emphasizes the study of biotic communities (assemblages of plants and animals inhabiting a common area), and the relationships of such communities with their environments. Following its formal designation by Tansley in 1935, the ecosystem has come to be recognised by many as a fundamental ecological unit. Fosberg's (1963:2) definition of it is one of the several frequently quoted in the anthropological and geographical literature:

An ecosystem is a functioning interacting system composed of one or more living organisms and their effective environment, both physical and biological... The description of an ecosystem may include its spatial relations; inventories of its physical features, its habitats and ecological niches, its organisms, and its basic reserves of matter and energy; its patterns of circulation of matter and energy; the nature of its income (or input) of matter and energy; and the behavior or trend of its entropy level.

In theory, ecological endeavor is oriented towards determining the structure (identifying the inter-relationships) and the function (identifying and measuring the through-put of matter and energy) of ecosystems. A concern with energy transfers, and the pathways by which it is distributed, has furthermore led to interest being focussed on the productivity and efficiency of such systems, of energy losses and population potential, at each level in a biotic pyramid. With this sort of information it is possible to consider the nature of inter-connections between organisms, and the implications

of change within any part of the system. Much of this information can be represented diagrammatically by plotting food webs, biomass pyramids, energy flows, etc.

In reality, many biological ecologists question the utility of the ecosystem concept, except as a teaching device. It is not that such a unit has been rejected. Rather its existence remains to be proven and to be demonstrated as amenable to rigorous analysis. In an ecological study, enquiry ideally proceeds from an investigation of structure to the delimitation of an ecosystem rather than vice versa, as is apparently often assumed by the social scientist. However, this latter stage is seldom reached. Odum's (1957) frequently quoted study of Silver Springs, Florida is, in fact, one of the few successful studies of structure and productivity of an ecosystem. The area involved was only a few feet in diameter and was characterised by very restricted faunal diversity. To the biological ecologist the openness and extreme complexity of almost any ecosystem makes its analysis a formidable task, and endeavour is in reality directed to the investigation of populations (autecology) and communities (synecology) without reference to such units.

Most of the earth's surface has been modified in some way or another by man, through, for instance, systematic burning, plant and animal introductions, and engineering works. Ecologists must clearly consider such incursions in their studies. But human ecology, as a distinctive field of science, is not concerned with such limited problems as man's impact on his milieu. Rather it claims to investigate ecosystems in which the organism, man, is located at the top of the biotic pyramid, and where, by consequence, the geographical dimensions of the system are defined with reference to a human population. Such ecosystems are much more complex than those studied by the plant or animal ecologist. On the one hand they are more "open" because human populations are highly mobile, material and non-material goods readily diffuse through them, and there is a variable pattern of relations of dominance, conflict, and dependence. On the other hand, human behavior is much more complex and diverse, a high proportion is learned rather than genetically determined, and even the most ardent ecologist would admit that not all of it lends itself to explanation in ecological terms.

In order to minimise these difficulties, human ecological studies tend to be restricted to small, stable, isolated communities, where the boundaries of the systems are comparatively easy to delineate, the inputs and outputs across them are distinguishable, and the internal changes over time relatively easy to deduce. Inevitably, too, it is subsistence rather than commercial economics that are the preferred subject of investigation. Hence the amount of attention that is devoted to Philippine and New Guinea highlands agriculturalists, and to Pacific island communities. In essence then, in order to arrive at satisfactory human ecological explanations it is *stable* systems, characterised by *effective* human adjustment to environmental variables, that are sought. Within such a conceptual framework, behavioral traits are considered to function as regulating mechanisms. Whether such situations actually exist, and whether such a framework is able to accommodate "psychological" considerations of choice and decision among alternative courses of action, and actual manipulation of a system to individual political and economic advantage, is another matter which will be given some consideration at a later stage in this paper.

Having described the frontiers of ecological

enquiry in the two disciplines of geography and anthropology and noted the theoretical conception of human ecology as part of a unified science of ecology, I must now direct our attention to the *substance* of ecological enquiry in them. As was noted last week, the spectrum is extremely wide. Bresler (1966) for instance, uses a very catholic interpretation of "environment" in his collection of readings, drawing a basic distinction between "natural factors" and "environmental factors developed by man." The former, while largely of a physical nature, include fetal environments, and the latter range from atmospheric pollution to space capsules. I would argue that, for the purposes of this paper at least, this is far too great a diversity of "environments" to merit our serious consideration. Instead I shall assume it is only the terrestrial ones which concern us. Even at this level, four broad categories of approaches can be distinguished, which I shall term ecological abuse, ecology by analogy, cultural ecology, and human ecology. Furthermore, cutting across these approaches are a number of other major distinctions, of scale (micro-studies of closed communities or macro-studies of air and water pollution, waste disposal, and world population growth), of technique (qualitative or quantitative studies), and of orientation (designed to analyse the present status of ecosystems, to predict modifications, or to control and design them for maximum exploitation under stable conditions—conservation).

The widespread appeal of ecology has inevitably resulted in considerable misunderstanding, and even outright misuse, of its terms. Admittedly such errors are not committed at the level of substantive studies, but are generally restricted to book reviewers and those whose research only bears tangentially on ecological matters. The substance of research is not thereby greatly affected, although the indiscriminate use of terms doubtless adds grist to the mill of those expressing despair at the proliferation of jargon, metaphor, and figures of speech in the scientific literature. Typically, the word "ecology" itself appears frequently to be freely inter-changeable with "physical environment," "resources," "economy," or "adaptation."

Among geographers, "ecology" is substituted with increasing frequency for "geography," seemingly for the reason that Eyre (1964:374) recommends: "to enhance the prestige of geographers within the academic world." Yet such a terminological substitution may not be indicative of an advance from a static to a dynamic level of analysis, nor to the implementation of research within a rigid methodological framework, as Eyre and James' (1966) collection of readings unfortunately indicates. From a disciplinary point of view such a trend can only be considered self-defeating. All such indiscriminate use of language is, of course, irrelevant to the development of human ecology. Attention must however be given to the use of organismic and ecological analogies, particularly in the writings of geographers and sociologists.²

The idea of the geographic area or region as possessing organic properties dominated much geographical writing prior to World War II. It was claimed that each possessed a fundamental unity, in that the constituent components were organised into "functionally related,

mutually interdependent complexes" (Stoddart, 1967:518), with the whole being conceived as greater than the sum of the parts.³ Other organic properties were ascribed to such entities, for example of equilibrium, and of development in the sense of change through time. Geography owes its status as an independent science largely to this theme of organic unity; but, unfortunately, it was one which stimulated few substantive results or theoretical advances. As Stoddart (1967:519) notes:

The theme of organic unity is superficially satisfying and has the appearance of profound insight, but as Beck states of Driesch's vitalistic views in biology, it poses no questions, and hence obtains no answers. The vitalist hypothesis cannot be tested by observation, for vitalist definitions, e.g. of entelechy, are metaphysical rather than operational in nature. The quality of "explanation" is on a different level from that normally accepted in the physical and biological sciences.

While the organic approach is now universally discredited, its legacy persists in some geographical writing, as in the Eyre and James case cited above. More important, its rejection closely coincided with the development of ecology as a formal branch of study; and the various biological concepts in ecology proved very attractive to those sociologists seeking to investigate urban structure and spatial patterns. Notions of competition, dominance, succession, symbiosis, niche, community, etc. were drawn on in particular, and their application to urban situations was substantiated by various programmatic and methodological statements.⁴ But Park's original conception of a biological urban ecology was gradually abandoned in favour of increasing attention being directed to the particular problem of the location and socio-economic characteristics of residential areas, and of the variations in these through time. While much of the language of ecology survived, it was applied in the context of spatial competition between urban communities. The problems, then, are increasingly geographical ones of distance and position. And while Murdie's (1969) study of the "factorial ecology" of Toronto clearly indicated them to be amenable to increasing methodological precision and generalisation, the "ecological structure" of cities that is so defined is of a radically different nature to biological ecology, human or otherwise.

Ironically, while the development of biological ecology stimulated the growth of this scientifically sound, but very different, "ecological" tradition, it has also precipitated a minor swing back to organismic-type thinking where ecological concepts are used in a vague, philosophical manner. This applies specifically to attempts by Boulding (1958) and Sprout and Sprout (1956, 1965) to apply ecological concepts to human affairs (macro-economics and international politics). Apropos such attempts, one can only agree with Duncan (1969:459) where he states:

Popularization of the ecosystem concept is threatened by the felicitous exposition by the economist, K.E. Boulding (1958:14-16), of "society as an ecosystem." The word "threatened" is well advised, for Boulding uses "ecosystem" only as an analogy, illustrating how human society is "something like" an ecosystem. His ecosystem analogy is, to be sure, quite an improvement over the old organismic analogy. But ecosystem is much too valuable a conceptual scheme to be

sacrificed on the altar of metaphor. Human ecology has already inspired a generation of critics too easily irritated by figures of speech.

The major distinction within the realm of biologically based ecological research is between human ecology and cultural ecology, where the former deals "with man as an organism or with human society as an aggregate of organisms," and the latter with "man specifically as a culture-bearing organism" (Clarkson, 1968: 1). Since both aspects retain a biological definition of ecology, nature is viewed as external to culture; and consequently, the environment of this literature "has not been obscured by the semantic confusion that has overwhelmed each of the various schools of human ecology in sociology" (Mikesell, 1967: 629).

The distinctions between these two ecological categories, like those between abuse and analogy, are ones of degree or emphasis, rather than kind. Cultural studies tend to be of a predominately qualitative nature, where the inter-relationships of a particular system or "cultural adaptation" are identified and investigated, but the interconnections are not considered directly. While various elements within a system are frequently defined in a precise manner, no serious concern is shown for its efficiency, as conceived in terms of energy transfers. The population investigated is invariably conceived in terms of a set of socially-ordered individuals, for example a band, clan, or tribe, rather than as a population *qua* population; and the framework of analysis is the triad of environment, technology, and society, where the second is considered the independent variable, and the first and third are analysed with specific reference to it.

Human ecological studies are concerned more directly with issues of productivity, and with the inter-connections in a system. They are, of necessity, quantified and deal strictly with populations that are not differentiated according to channels of decision making, etc. Nevertheless, an ecological (i.e. numerical) and a cultural population may effectively coincide, and it is in cases where they do that the most effective human ecological studies, applying functional explanations to cultural traits, have been carried out. Rappaport's (1967) *Pigs for the Ancestors: Ritual in the Ecology of a New Guinea People* is a prime example of this. Here an isolated group of highlanders, comprising a local group speaking a single language, and organised into five patrilineal clans, are identified as a population in the ecological sense, which, with their territory and its biota, form an ecosystem. He demonstrates that there is nothing arbitrary about this designation in that they, and they alone "enjoy common and almost exclusive access to the resources of a jointly defended territory ... They, separate from neighboring groups, constitute a unit in a set of material exchanges with the populations of other species that also inhabit their territory."

While such an approach indicates an effective unification of cultural and human approaches to ecology is feasible, it is effectively limited, at least for the time being, to handling the simpler sorts of adaptations that Rappaport describes. Furthermore, even at this level of apparent analytical simplicity, the methods are subject to fairly serious criticism, as will be shown later. Meanwhile the bulk of contempo-

rary ecological enquiry in geography and anthropology falls under the cultural rubric, where the direction of advance is from detailed individual studies to the establishment of broad generalisations and regularities about different adaptations, and to the identification of the processes of evolution from simple to complex, and extensive and intensive, systems. In substance, such studies demand little that is new of either the geographer or the anthropologist; rather they require that different questions be posed of the data, different modes of analysis be adopted, and different types of explanation be sought. Examples of such work include the abundant literature on agricultural evolution in the New Guinea highlands (Bowers, 1968; Brookfield and White, 1968; Clarke, 1966; Robbins, 1963; Waddell, 1968; Watson, 1965; etc.); literature dealing with the role of particular resources in ecological adaptations (Leeds and Vayda, 1965); and a whole range of case studies of apparently stable ecosystems (Conklin, 1957; Geertz, 1963; etc.). From such studies, attempts have been made to develop both regionally valid and universal generalisations. The former is typified by Meggitt's (1965) thesis that stress on agnation can be accounted for in terms of limited availability of agricultural land, in that part of the New Guinea highlands occupied by sedentary horticulturalists. The latter range from limited exercises like Brookfield's (1969) attempt to identify the inter-relationships between population density, social system and resource allocation, to such major attempts at a configuration of culture as Service's (1962) *Primitive Social Organization*, and, of course, Steward's (1956) own *Theory of Culture Change*.

All attempts at generalisation have been exposed to considerable criticism, but few would deny that real progress has been achieved in that they have served to provide guidelines for further research. Further, such criticism is to be expected, given that cultural ecology lacks a rigorously defined and generally acceptable methodological basis.

By contrast human ecology, *sensu stricto*, possesses a very clearly defined core of enquiry; the identification and measurement of energy flows through a human population as indicated by dietary levels and energy expenditure. These matters have hitherto been primarily the concern of the physiologists' and are only now coming to be considered as appropriately the concern of the social science-trained human ecologist. An immediate problem arising from this development is whether the methodological standards of the one can be met while the broader conceptual objectives of the other are maintained. Tentatively one can say that an analysis of stable, functioning ecosystems, such as Lee's (1969) study of the Kung bushmen and Rappaport's (1967) of the Tsembaga Maring horticulturalists purport to be, the potential conflict can be successfully resolved.

There are a number of major conflicts and criticisms within human ecology, in addition to those that lie at the basis of the several categories of study already identified. These are broadly concerned with scale, accommodation of the cultural component, and validity.

Leaving aside the large-scale studies of conservation, pollution, etc. conducted by biologists, social scientists customarily carry out ecological research at either the meso- or micro-environment level. Interestingly the former (studies of regions, refuge areas, and so forth), are attracting increasing anthropological attention, while the reverse process, of abandonment in favour of micro-studies, is a feature of the geographical profession. In part the latter

trend reflects the logic of scientific methodology and generalisation that is finally being appreciated by geographers: that it is only through the synthesis of a large number of micro-studies that valid scientific generalisation is possible. Thus the anthropologist can be seen as seeking once more to establish the large-scale interconnections between culture and environment that Wissler and Kroeber had failed to achieve in the 1920s and 1930s, because of their methodological short-comings. Yet the differences in scale also point to the controversy over whether human adaptations are to biotopes (small ecological "niches" or micro-environments) or biomes (broad ecological types or macro-environments). Adjustments have been traditionally conceived of in relation to comparatively broad and generalised environments—tundra, tropical rainforest, desert, seasonally inundated floodplains, and so on—yet in recent years archaeologists, anthropologists, and some geographers have become dissatisfied with the explanatory limitations of dealing with such gross units. Coe and Flannery (1964), Barth (1956), and Brookfield and Brown (1963) have variously demonstrated that the development of sedentary life in Mesoamerica, the cultural pluralism in South Asia, and the high population densities in association with a simple agricultural technology in montane New Guinea, can only be properly understood in terms of the simultaneous and variable exploitation of a diversity of micro-environments, or ecological niches. Studies of local adaptations are increasingly recognised to be the most appropriate level for ecological research, with the investigation of ecological niches as a necessary component of such studies. The essentially taxonomic concerns of ethnoscientific research provide further impetus to such an orientation. It may still be argued that a concern with macro-environments is appropriate in cases where these are essentially uniform, as in the arctic. Yet even there, human ecological research among the Eskimos is devoting increasing attention to characteristics of the ice-shelf, visibility under different light conditions and mobility over different kinds of terrain and snow conditions, etc., for resource exploitation.

While the conflict over scale may have been resolved, the problem of fitting the cultural component into ecological analysis remains somewhat more intractable. Vayda and Rappaport (1968: 493) themselves recognise that there are special problems involved in studying human behaviour, which arise from the fact that "the degree to which behaviour is a result of learning rather than genetics is greater in the human species than in other animal species. This contributes to making human behaviour relatively complex, varied, variable, and population-specific ...". But they do not thereby accept that such differences in degree require "that the principles, concepts, or approaches employed by the anthropologists studying behaviour in interaction with environmental phenomena must be *basically* different from those employed by other students [of animal behaviour]." All of which implies that "culture should be observed, described, and interpreted in the same way as animal behaviour—i.e. in so far as it is adaptive behaviour formed by the processes of natural selection" (Feit, 1969: 2). The determination of what is "adaptive behaviour" would, however, appear to be almost as arbitrary as that

of defining the "cultural core" in Stewardian ecology. Apart from this problem, it is difficult to appreciate how a "unified science of ecology" can successfully handle the manipulated systems that are the concern of the cultural ecologists.

In my (1968) own Ph.D. thesis, for instance, which was devoted to the investigation of a New Guinea highland's agricultural system, I sought to demonstrate how the leaders ("big-man") established and enhanced their personal power through the manipulation of resources. The thesis indicates, I think, the problems raised by the linked, but not integral, role of culture within ecology. And it is this feature which is at the root of the conflict.

A consideration of the role of culture traits inevitably raises the whole problem of the validity of much human ecological enquiry. As Feit (op. cit. : 5) has correctly pointed out:

Anthropologists have, almost without exception, studied or reconstructed ecosystems of traditional cultures whose very survival has been taken as an attestation of the success and stability of their adaptation. Whether or not this was ever a valid assumption, the opposite is now the most common feature of ecosystems around the world namely their repeated disturbance by new technological developments, utilization of new resources, pollution by man-made substances, etc. What we find today are ecosystems which have not been functioning for sufficient periods of time to reach stable adjustments and which often contain definite dysfunctions and limited coherence and consistency.

Technical innovations, the diffusion of these and of culture traits, plus the mobility of human populations, are all likely to give rise to culture lags in given situations, thus making functional explanations of behavioural traits an extremely difficult task. Similarly the search to reconstruct a traditional stability following contact and accelerated change makes the reconstruction of ecosystems an extremely difficult task. It is noteworthy that the Tsembaga system ceased to operate at least six years prior to the time that Rappaport carried out fieldwork among them.⁶ Yet the author makes no direct reference to this fact or to its implications, and one can only speculate as to the accuracy of his reconstruction.

Even greater concern must be expressed about a study such as Rappaport's if one considers the quality of the data gathered. In order to carry out effective ecological analysis it is necessary to identify the cycles to which the system is subjected, and this requires data collection for a large population over an extended period. Rappaport gathered information on the dietary intake of fifteen people over ten months. Yet the recommended duration of such surveys is only ten days for a population of such a size, even in the case where more than one person is available to carry out the investigation. It is conceivable, then, that there is a considerable margin of error in Rappaport's nutritional data, and if that error can be applied equally to other data, his whole analysis is thrown into jeopardy. This situation poses a serious problem for human ecological research, for, however much agreement there may be over modes of analysis, if it is beyond the capacity of a single research worker to conduct a reasonably accurate inquiry at the micro-study level, the science is unlikely to advance far. It is only the experience gained in such micro-studies that is likely to equip the human ecologist to conceptualize the nature of larger, more complex systems, and so effectively direct the

efforts of the team enquiries that must clearly be demanded for their investigation.

In any conclusions to be drawn from the intellectual developments and literature surveyed in the preceding pages, certain mixed feelings must be expressed about the social scientist's conception of ecology and of his likely contribution to "a unified science" of that name. On the one hand, some of my initial misgivings have been allayed, for once the various lines of historical development are indicated and the smoke-screen of quasi-ecological studies is dissipated, a fairly coherent core can be identified. It comprises the type of biologically-conceived ecological studies that Vayda and Rappaport espouse; it consists of detailed studies of small populations, where attention is directed to the identification of ecological niches; and it incorporates the techniques of ethnoscience. Finally, the whole is characterised by a methodological procedure from such local studies to broader generalization and the generation of theory. Furthermore, if Walter Niering's (1969) totally uncritical review of Rappaport's book is followed, scepticism about the accuracy of such studies loses much of its substance. There are, of course, distinctive "ecological" traditions in the various disciplines involved in human ecology.

Geographers have typically directed their attention to man's effects on his environment; biologically-trained human ecologists have been concerned more with the effect of environment on man. But the new developments cut right across these divisions; it is hardly surprising that the anthropologist has played an important role in initiating this development. It is he who has traditionally been concerned with studies of closed, corporate communities, and it is he who has been most willing to explore the reflexive relationships between man in society and his milieu. Thus it is he who has produced some of the best monographs to date. In his research he is only seriously hampered by his concern with the "ethnographic present" which, translated into ecological terms, means analysing stable adaptations. Ecologically speaking, attempts at such reconstructions are of very dubious validity, and it is even questionable whether stable adaptations have existed at all in the recent past.

On the other hand, close examination of the social scientific literature confirms my suspicions that it has little direct, methodological basis in the biological science of ecology, and that human ecologists have contributed little or nothing to such a discipline. The ecosystem concept, so readily espoused by the social scientist, is one which most biologists approach with extreme caution if not outright scepticism.⁷ To the latter it is certainly no "fundamental ecological unit," while to the former perhaps it serves in reality primarily as an acceptable "scientific" substitute for the "region" or "group territory," in which case he is being more than a little premature in ascribing the significance that he does to it. In effect it serves simply as a convenient unit *within which to carry out a study*. Certainly few human ecologists concern themselves with the relationships between such units, and therefore with the question of their inherent validity. Barth is one of the few exceptions; even in his case his efforts are directed first towards the elucidation of "cultural mosaics" rather than to strictly human ecological matters.

The comparative paucity of general theory or principles pertaining to human ecology is, in part, a function of its unsound methodological basis. It may, of course, also reflect the more individualistic nature of the social scientist steeped in a monographic tradition that somehow hampers the standardization of methods, the testing of hypotheses, and the advance towards the establishment of general theory! Certainly Birdsell's (1953) determination of a human density equation for aboriginal Australia seems an exceptionally important exercise which has scarcely been followed up by others. Any sustained concern with theory is directed primarily towards an improved understanding of cultural variables, as exemplified by Sanders and Price's (1968 : 85) association of society level with population size and density, but these are seldom subsumed within the larger ecological context. As has been stressed, the handling of culture in ecological terms poses very special problems in the case of human populations (of cultural lag, diffusion and migration, variable manipulation, etc.), and the social scientist's pre-occupation with these tends to keep him out of the mainstream of ecology, as a borrower of concepts and ideas but not a contributor to the science. The animal ecologist knows a great deal about behaviour, as Klopfer's (1962) text very clearly indicates, but, more important, he has it in a perspective which enables him to advance to those larger human ecological problems that the social scientist seems unable to tackle on the basis of this particular ecological competence. Interestingly enough, the latter is even frequently disdainful of the former's approaches to these large-scale problems, condemning them as "woolly."

These observations lead me to my final point, that the situation we are faced with in human ecology may be primarily one of semantic confusion, where the social scientist is borrowing extensively the concepts and ideas of biological ecology but much less of the substance. In reality, what the former is doing is widening the search for explanation, and this development has led to an increasing concern with "systems," conceived in the general sense of a set of interconnected things or parts. Such systems explicitly embrace environmental as well as cultural and biological variables, and so it is not altogether surprising that they are becoming increasingly characterised as "ecosystems." But ultimate interest is still largely restricted to those topics which are considered to be properly the concern of the social scientist. Anthropology and geography are, undoubtedly, profiting by the developments, particularly insofar as they illuminate processes and facilitate prediction, but it is less certain whether the biological science of ecology is likely to profit greatly from this increasing interest that is being shown in it.

Eric Waddell teaches in the Department of Geography, McGill University.

1. An ecosystem being generally delineated on the basis of physiographic boundaries (e.g. a shoreline) within which physiological processes are presumed to operate.

2. Stoddart (1967) has critically reviewed both types of analogy.

3. The difference between the two was conceived as being derived from the structure and function of such a unit.

4. See, for example, Park (1916), Park, *et al.* (1925), Adams (1935) and Hawley (1944).

5. See, for example, Hipsley and Kirk (1965).

6. Rappaport (1967 : 69).

7. It is with some amusement that one notes the repeated reference in the anthropological and geographical literature to the extremely "attractive" definitions of an ecosystem provided by Fosberg (1963 : 2), Odum (1959 : 10), and Dice (1955 : 2-3).

WHAT KIND OF STUDENT HOUSING FOR MCGILL?

by HARRY E. THOMAS

What kind of living accommodation do McGill students prefer?

Some answers to this question were obtained through a questionnaire which was handed out to students during registration. The questionnaire was compiled jointly by students and staff "in order to allow the general student body to state some opinions on residences and housing as they now exist, and the changes that are desirable in the long and short term future." A total of 308 students replied.

What is the student concept of ideal student housing?

Dormitories with dining facilities are definitely out. Only nine persons indicated this form of housing as a preference. The remainder were pretty evenly divided between "a quiet residential building for purposes of rest, recreation, dining and study" and "simple low-cost housing close to the centre of the campus."

Do students want residences where both men and women can live?

The answer seems to be YES. Fifty-three disagreed, while 173 agreed that at least some

of the residences should house both male and female students, and 79 students stated that all residences should be mixed.

How do students want university residences to be run?

First of all, they want a choice of different types of management. They would like to see the tutorial system expanded, but opened to interested students not in residence. They would also like to see a residence community where "buildings are part of an integrated complex and are dependent on one another for various activities." Results of the questionnaire also indicated that the present policy of giving admission priority to junior students from outside of Montreal should be continued so long as space priorities dictate such a preference system.

How should discipline within the residences be handled?

The majority agreed that "discipline within the residences should be the function of a house committee of students who are responsible to the Warden for maintenance of acceptable

standards." Surprisingly, only 25 students disagreed, while a significant number think that the Warden's authority should be increasingly delegated to the students and the administration.

What are student views on the financial aspects of residences?

An overwhelming majority believe that room and board costs should be separated with several options open to students, a situation which presently does not exist at McGill. The idea that official residences may receive a subsidy from the university to keep room and board costs down is acceptable to the majority. The majority also feel that food services should be put on a strict cash per item basis and charge a sessional fee only for rooms.

Do students prefer residences run by the university staff or those which are student owned and administered such as the Student Co-operative Residence now under construction?

About twice as many preferred the latter.

FEEDBACK

General Chaudhuri's appointment

SIR—In a press release dated September 23, the Indian Progressive Study Group made a call to "all progressive peace-loving workers, students, and teachers at McGill and all the progressive and patriotic people of Quebec to condemn and oppose the appointment of this Indian General [General Chaudhuri] on the staff of McGill University."

As a result, I would like to express my utter contempt for McGill and the Centre for Developing Area Studies for this action, as well as to register my full support for the IPSG statement opposing the appointment.

McGill and the CDAS are fully supported by the oppressors of Quebec, i.e. Anglo-Canadian Colonialism and US Imperialism. Mitchel Sharp and others contribute in various ways to the CDAS. The Ford and Rockefeller Foundations, Dow Chemical, and IBM are some examples of US control over CDAS. In order to contribute to the oppression of the Indian people as well, these two notorious institutions, McGill and CDAS, collaborate with US Imperialism and its tool, the reactionary Indian Government, through institutions such as the Indian Planning Commission and Ministries of Education and Finance.

Now McGill and the CDAS have taken a further step to serve their masters by hiring General Chaudhuri in order to escalate the propaganda against the Quebec and Indian people. This General has been appointed to do research on the "military needs of the 'developing countries' in the context of "political, social and economic changes." This is reminiscent of the role of Michigan State University in the training of personnel for US Imperialist aggression against the Vietnamese people.

As a fellow at the CDAS, I will organize there, at McGill, and amongst the Quebec

people in general in order to support the Indian Progressive Study Group in its struggle to throw General Chaudhuri out of Quebec. The first step was taken on Thursday when a committee was formed to spearhead the action.

Sincerely,
Arnold August

Williams replies to Auerbach

SIR—I think that I should attempt to answer some of the objections which Mr. Auerbach voiced in the October 10th issue of the *Reporter* concerning my article on Cité Concordia, despite the enormous fatigue that I am beginning to feel, and that I am sure your other readers are beginning to feel, over that article and the rather schizophrenic reaction it has caused.

First of all I feel that Mr. Auerbach's statement, that I have never disassociated myself from the idea that Concordia is setting fire to their buildings, utilizes a technique of guilt by association. The fact is that I have never made such a suggestion. There are thousands of people living in the Milton-Park area, and we cannot all be presumed guilty of a belief because we have not disassociated ourselves from it.

Also, let me try to sponge up some of the "dripping innuendo" that Mr. Auerbach seems to detect in my remarks about the relation of Mr. Saulnier to the Ford Foundation investment in Cité Concordia. Those remarks were based on several sources of information ultimately stemming from Ford Foundation itself. *The Montreal Star*, in the article prepared by Shelia Arnopoulos, reported that in response to questions by the reporter the Ford Foundation said that it had been assured that the Concordia project was socially desirable, and such assurances had come from City Hall. Another source at the Ford Foundation responding to questions from the Citizens' Committee revealed that Mr. Saulnier was their contact.

Finally, Mr. Auerbach quotes me out of

context in relation to my remarks about the resignation of Mr. Affleck from the project. Several members of the Committee had long discussions with Mr. Affleck concerning the social implications of the project Cité Concordia, and at one point a committee delegation met with the architect, Mr. Affleck, to discuss details of the plan. The Committee itself is convinced that these discussions influenced Mr. Affleck's decision to abandon the project by revealing that many of the social advantages which Concordia were claiming for the project were either not real advantages or were outweighed by greater disadvantages. If the Committee's estimate of the role it played in Mr. Affleck's decision is inaccurate, this can be cleared up easily by Mr. Auerbach or by the architect himself.

Sincerely yours,
David Williams

Islamic Institute

SIR—An article by one Jan W. Weryho, a librarian in the Islamic Institute, was published in your paper. Save for the description of the history of the Islamic Institute at McGill, the paper attempts to draw our attention to the immense importance of the Islamic world in general and the Islamic Institute in particular to the French nationalist and separatist movement.

The article in general is rather amusing; it is so naive and childish and lacks such basic understanding of the priorities of people engaged in national liberation struggles, including the French nationalist movement in Quebec, that in itself it does not merit a reaction. However, as an Israeli who was born, raised, and spent most of his life in the Middle East, my attention was naturally drawn to one of the final paragraphs of this scholarly article. In this paragraph, Mr. Weryho delineates the contribution that the now French Islamic Institute could make to the study of Modern

Islamic history and present anti-imperialist struggle in this part of the world. While I have no objection to this enterprise in whatever language it is conducted, the list of topics which our librarian suggests is lamentably poor and missing some of the more important roles that several Islamic nations and countries played, particularly in the Middle East.

As a student at McGill for the past five years, whose fees went in part to sustain the aforementioned institute including its librarian, allow me to suggest some additional areas worthy of scholarly studies.

To the field of modern Islamic history I suggest adding: The role that Arab muslims played in slave trading in Africa; the massacre of the Assyrians by the newly formed Iraqi army in October 1933; the role that Arab leaders played during World War II when almost the entire world was united in fighting the menace of Nazi oppression. In that context I would concentrate particularly on the contributions made by the Mufti of Jerusalem, Chag Emin el Chuseini, to the Nazi war effort; and the pro-Nazi revolt in Iraq by Rashid Ali el Keilani. I would also suggest a study of the history of the Armenians and the massacre of this nation by the Turks; also constant massacres of civilian Jews in Hebron, Tiberias, and Tzefat during the 1920s (by the way, these Jews were devout anti-Zionists); and last but not least the oppression of the Kurds in Iraq and Syria. These modest additions, while not exhaustive in the least, would at least balance the somewhat skewed content of Mr. Weryho's program.

To balance the area of liberation struggle, I would suggest to study the on-going massacre of the Black Sudanese (note: the Anyania movement) by their northern Moslim compatriots; the oil-inspired battle of Iraqi troops against the Kurds under the leadership of Mula Mustapha el Barazani; the role that Moslim jet fighters of the Egyptian nationality played in the Biaphran [sic] slaughter; the treatment of Copts by Moslims in Egypt and the expulsion of close to a million Jews from the Moslim Arab countries. Once these profoundly important (but little known) chapters in modern Islamic history and present anti-imperialist struggles are guaranteed their proper attention, I have no objection to studying all that Mr. Weryho suggested including "The struggle of the Palestinian Moslims (and Christians) to recover their land from Zionist occupiers." In my desire that the Islamic Institute include those historical episodes in its curriculum, I would even agree that it be studied in Reactionary English.

As a student of history and a man of conscience, I am sure that Mr. Weryho will agree that history must have some balance particularly when we seem to shift from the passive "studying" to the active "supporting."

Zalman Amit, Ph.D.3
Department of Psychology

Folk Rock Festival clarified

SIR—Richard M. Hart's criticism of the "PGSS First Annual Folk Rock Festival" needs clarification, not defense. As a member of that "presumably . . . self-styled superior section of the McGill student community," may I reduce to mere logic that which he, as a "scientist," should know—the facts. Mr. Hart has discredited his fellow students and has misrepresented his university.

One must begin with the facts:

1. 6,000 to 7,000 attended what he has impl-

ied was a masquerade, not the 1,000 to 2,000, in his miscalculation.

2. "The only direct financial backing . . . was provided by the PGSS." A total of \$502 was collected and distributed as follows: \$116 expenses, returned in full to the PGSS; \$150 donated to the Jeanne Mance Clinic; another \$250 pledged, in accord with a signed document, to this clinic (this money is to be collected at a Benefit Performance on October 17th in the University Centre).

3. "It is curious that the PGSS chose not to host this 'festival' at Gravel House." It is curious that Mr. Hart seems ignorant of the by-laws of the Grad Centre. They state specifically that the use of the Centre is limited to PGSS members, their guests, and staff. If Mr. Hart would like further qualification: the PGSS held what Mr. Hart has styled a "spectator sport" in the University Centre, because the PGSS considered that such an event should be open to all members of the Students' Society, with whom we ARE associated and not dissociated, or as Mr. Hart would have it, dis-associated.

It is interesting that Mr. Hart, a "duly elected" representative of the Chemistry Department, would spend a Friday evening as a "spectator," rather than as a participant, in what he regards as a "sport." What is even more interesting—one cannot understand what Mr. Hart means by "community."

Athletically yours,

Conny Jaffé

PGSS Rep. to Council

Censoring of the Reporter

Mr. R.F. Shaw,
Vice-Principal (Administration)

DEAR MR. SHAW—Since students have not yet been selected for the Communications Committee, I wonder if you could provide me with an explanation of the recent censoring of *The Reporter*.

Yours sincerely,

Martin Shapiro,
Vice-President (External)
Students' Society

DEAR MR. SHAPIRO—I have your letter of October 16 with respect to the *McGill Reporter*. The Editor of this publication reports to me through Mr. Tunis and its policy is guided by the Senate Committee on Communication of Information. As you are probably aware, the Communications Committee conducts lively free-wheeling discussions on all facets of communications. There is no doubt that we spend more time on the *McGill Reporter* than on other subjects. No effort is made to spare *The Reporter* from criticism or praise at these meetings. However, the instructions given to the Editor, which result from these discussions and on which the Committee have reached a high degree of unanimity, have been limited to the following:

- 1) On contentious issues, the policy of the *Reporter* shall be to present both the pros and the cons with equal vigour and to the best of the ability of the Editors.
- 2) Articles and editorials shall be signed.
- 3) If a series of two or more articles on a single subject is to appear in different issues, then this fact must be made known to the authors in advance and made known also to the readers by a notice accompanying the first article.

- 4) The language of the *Reporter* should be in good taste. Four letter words should be avoided except in exceptional cases; for example, where a quotation would be destroyed by their elimination.

To the best of my memory (and I have not checked the Minutes) this is the sum total of policy instructions issued to the Editor.

In addition, however, there have been some budgetary restrictions. For example, in response to a quite general demand during the last session we issued *The Reporter* for several months on a twice-a-week basis. I came to the conclusion reluctantly that the University could not afford to continue this practice. So the budget was approved on the basis of thirty-two weekly issues, plus eight special issues to be used as the Editors and the Communications Committee saw fit.

At the request of the Senate, the Editors submitted to the Communications Committee a statement of policy for the 1969-70 session. This statement included the plans for the eight theme issues including the issue on the Tarnopolsky report (my own comment on this one was that I felt that the Gray case had been talked, written and televised to death—and I still think so). The statement of policy, however, was passed by the Communications Committee unchanged. This statement was filed with the Senate and has not been further discussed by the Communications Committee. The Editor of the *Reporter* at this same meeting requested that the Communications Committee appoint a consulting editor for each of the theme issues so that the Committee could be kept more up-to-date on the day to day operations of the *Reporter*.

I suspect also that the Editor sometimes feels a little lonesome when his paper is under attack by the *McGill Daily*, and Professor Yaffe—plus all shades of criticism in between.

The important point in all the above is that the Communications Committee did approve of the publication of a theme issue on the Tarnopolsky report and that this approval has never been rescinded.

The Committee appointed Mr. Hugh Hallward, President of Argo Construction Ltd., as the consulting editor for the Tarnopolsky issue and his reaction was that he liked it very much with the exception of the inclusion of some four letter words which caused a debate in the Communications Committee resulting in one of the instructions listed above.

I consider it my duty to defend the integrity of the *Reporter* and to defend its editors from the extremes of criticism which inevitably will be launched against a University newspaper.

At the same time I also defend with equal vigour the right of individuals to criticize any publication inside or outside the University. I am, therefore, very conscientious in bringing to the attention of the Editor and the Communications Committee any praise or criticism of the *McGill Reporter* which crosses my desk. Nor do I think it is wrong for an editor to be influenced by the criticism he receives. I believe that too many newspapers have destroyed their effectiveness by ignoring thoughtful criticism and by attempting to hide their errors committed under headlines on Page 1 with ten-line retractions on Page 10.

The decision to drop the Tarnopolsky special issue was made by the Editor alone. He received no instructions. When he informed me, my advice was that the decision was his to make and that if he did cancel the issue he could expect a field day for the *McGill Daily*

continued page 14

Censoring continued from page 13

and an indignant motion on a question of privilege by some slick politician in the Senate. The Editor's reason for cancelling the October theme issue as expressed to me was that he had decided that the University community was, in fact, fed up with the Gray case. He felt, therefore, that there would be a storm of criticism if a complete theme issue was devoted to this one subject.

In brief, the reply to your question is that the *McGill Reporter* has not been censored by the Communications Committee, the Senate, the Board of Governors or the Administration.

My own view is that the *Reporter* has been a tremendous success and that it has, in fact, influenced other university publications both at McGill and elsewhere. I am sure that at this moment there must be at least fifty university publications on this continent which are organized under the inspiration of the *McGill Reporter*. At least two of them has been in existence long enough that we have received plaintive cries for help from two universities whose versions of the *McGill Reporter* have been attacked by individuals and segments of university communities. To each such plea, my answer is short and sweet—"Defend it—it's worth it."

Very sincerely,
Robert F. Shaw,
Vice-Principal (Administration)

CAREER TALKS

Making the most of your job interview. Panel of recruiters and McGill Placement Service personnel. Leacock 26, Monday, October 27, 1:00 p.m.

How to interview the interviewer. Dr. E.C. Webster. Leacock 26, Thursday, October 30, 1:00 p.m.

MOTHER WOULDN'T APPROVE

part the second

by STEVEN FREYGOOD

Those of you kind enough to take a regular interest in the music column may have noted that a certain element of lunacy has crept in this year. Yet there is method here, an attempt to synthesize the concepts of Stockhausen, Cage, Alvin Lucier, Murray Schafer, Frank Zappa, and more recently, Himo Manjarystis.

For the moment I present a partial transcript of a Musical Encounter between Himo Manjarystis and a female student age twenty.

Exposition

"Have you prepared a twelve bar prelude on the theme 'The Legitimate Aspirations of the Rising Masses' as I asked you?"

"Twelve bars wasn't long enough."

"Bach or Webern could have done it. Then you have a symphony undoubtedly prepared on the same subject."

"I didn't have enough time."

"Time, I have observed, is an asset granted only to the lazy and the incompetent. Ah, well, has your hearing improved with those exercises?"

"I'm afraid not. When I stop playing the

piano I can't hear anything in my mind like you said."

"You think you hear silence but silence is elusive. A musician makes music in his sleep even. When there is no sound he still makes music though he may not call it that. Have you at least found a lover?"

"That's a rather personal question, don't you think?"

"All my students who can't hear music in the head seem to be afraid to touch or be touched. Pity."

Development

"And I understand you don't believe in God. Bach, Webern, Mahler, most of the great musicians became religious men. Schoenberg called music an expression of the liberation of the human spirit. Isn't that just another name for the religious experience? Music is the relating of events we cannot relate in any other way. Wouldn't God be the final gestalt?"

Wait, you don't yet understand form. 'Pigeons in the grass/Alas!'

"I beg your pardon."

"'Pigeons in the grass/Alas!' A poem by Gertrude Stein. Simple, elegant, beautiful economy of form. Nostalgia, sorrow, reminiscences of childhood."

"But I've only seen pigeons on the concrete."

"Nonsense! Heresy! You don't understand the poem."

"Only on the concrete!"

"Look, if you were a pigeon would you prefer hot toes or the coolth to be found in a shady sward? Let us say that there are X number of pigeons and only X-1 number of grass. Obviously the pigeons mostly on the concrete you'll find."

"Only on the concrete!"

At this point a theoretical crisis had arisen. We bundled into Manjarystis' tiny Morris Minor (much battered from its numerous appearances in his more violent works) and adjourned to Dominion Square. Himo sulked most of the way though I and his student were light-hearted and exchanged many pleasantries. When we arrived we found to our amazement that not a pigeon could be found—anywhere. Himo approached an old man lounging in the sun.

"A class in music I am giving. The poem 'Pigeons in the grass' we are studying (by Gertrude Stein) and you must tell me instantly if the pigeons are on the concrete or in the grass."

"You some kind of pervert?"

"No, I am a composer! Just tell me where are the pigeons?"

"Oh, the birds. Yeah, the city killed 'em all."

The class was adjourned and Himo walked off in a blue funk.

Coda

I didn't have the heart to tell him but several weeks later I was passing a small concrete park at the intersection of Guy and Maisonneuve. Sure enough, there were millions of pigeons just hanging around and eating what appeared to be gravel. As for the pigeons in Dominion Square, *The Montreal Star* informed me that last winter a math teacher and his wife were caught poisoning pigeons in St. Louis Square. To date neither the city nor any private exterminating agency will take credit for the Dominion Square massacre.

GRADUATES '70

Photos for Old McGill '70

Place:

CORONET STUDIOS—758 Sherbrooke W.

How:

Sign up in appointment book outside Old McGill office, Union B-44-45 or phone 875-5510 ext. 69 between 12:00 and 2:00 p.m.

Charge:

\$2.50 with purchase of Old McGill '70; \$3.50 otherwise.

When:

Divinity, M.L.S., B.Pt., B.O.T., B.Sc.(PT.), Music, B.Ed., B.Ed.(PE), Graduate School	October 24-27
Engineering	October 28-31
Architecture, B.Sc.N., B.N.	Nov. 3-7
Law, Medicine, Dentistry, Social Work	Nov. 10-14
Arts, Science	Nov. 17-21, 24-28 Dec. 1-12

McGILL BLOOD DRIVE '69

Wednesday, October 24—29

The goal of the Blood Drive, one of the largest clinics in the world, is 5,000 pints. To encourage donors the McGill Committee has organized the following program:

1. Transportation to and from the clinic, any time, on calling us.
2. Baby-sitting service while parents, etc., give blood.
3. Refreshments available throughout the clinic, and meals at lunchtime.
4. Entertainment and celebrities from the fields of politics, sports, and show business.
5. There are prizes for every donor.

Clinic hours: 10:00 a.m.—6:00 p.m.

Night Clinics: 10:00 a.m.—9:00 p.m. Oct. 23, 27, 29.

University Centre, 3480 McTavish Street, 3rd Floor Ballroom, Tel. 875-5510, Local 67.

COMING EVENTS

FRIDAY 24 TO FRIDAY 31

Send notices of coming events, photographs, illustrations, etc., to M. Cowen, Information Office, Administration Building, Room 633, McGill (392-5301, -5306). Deadline: Friday noon, a week before the issue in which the notice is to appear.

FRIDAY—24

BLOOD DRIVE in Union Ballroom. October 24-10:00 a.m. to 6:00 p.m.; October 27-10:00 a.m. to 9:00 p.m.; October 28-10:00 a.m. to 6:00 p.m.; October 29-10:00 a.m. to 9:00 p.m. Share your good health—Give a Pint! Soyez dans le vent—Donnez votre Sang!

CENTRE DU THEATRE D'AUJOURD'HUI presents **ROSENGRANTZ ET GUILDENSTERN SONT MORTS** de Tom Stoppard, until November 16. 2197 Papineau, tel. 523-1211.

CINEMATHEQUE CANADIENNE presents **FANTASTIC CINEMA XII: IKARIE XB I**, directed by Jindrick Polak (Tchécoslovaquie 1962), avec Zdenek Stepanek, Frantisek Smolik, at 7:30 p.m. At 9:30 p.m., **LA MARSEILLAISE** directed by Jean Renoir (France 1936), avec Pierre Renoir, Jovet. Bibliothèque Nationale du Québec, 1700 St-Denis, entrée sud, tel. 844-8734.

DOW PLANETARIUM invites you to the spectacular **REACHING FOR THE STARS** presentation, to November 30. Closed Mondays; Sunday 2:15 p.m.; 8:15 p.m.; Saturday 1:00 p.m.; 3:30 p.m.; 8:15 p.m.; 100 St. James Street West.

FACULTY RETREAT commences today. Theme: **MEDICARE AND MCGILL**, 4:30 to 8:30 p.m., Mont Gabriel Lodge, Mont Gabriel.

FRIDAY NIGHT CINEMA: McGill Film Society presents **THE NAKED NIGHT**, director, Ingmar Bergman (Sweden 1953), "A film set in the sawdust and tinsel world of the circus." 6:30 and 9:30 p.m., Leacock Auditorium (L-132).

MONTREAL MUSEUM OF FINE ARTS displays Gécin Drawings dealing with *Les Fables de la Fontaine* and the Museum's new acquisitions to November 16. Closed Monday; open Tuesday, Thursday, Friday, Saturday from 10:00 a.m. to 4:45 p.m.; Wednesday from 10:00 a.m. to 9:45 p.m.; Sunday 2:00 to 4:45 p.m. Sherbrooke Street West.

MCGILL POST-GRADUATE STUDENT CENTRE showing paintings and drawings by Eva Havelka to October 31; open daily 4:00 to 12:00 p.m., 3650 McTavish Street.

NATIONAL FILM BOARD FILMS, each Thursday, auditorium at the Botanical Garden, 4101 Sherbrooke St. E., 8:00 p.m. Admission free, tel. 879-4823.

SAIDYE BRONFMAN CENTRE OF THE YMYWHA: Contemporary Theatre presents **LITTLE MALCOLM AND HIS STRUGGLE AGAINST THE EUNUCHS** by David Halliwell, to November 8; 5170 Cote St. Catherine Road, tel. 737-6551.

SGWU THEATRE: A free concert presented by CBC; Bach, Bartok, Strauss. No tickets are required. 8:30 p.m., 1455 Maisonneuve Blvd.

SIGMA XI NATIONAL LECTURER Dr. Donald Wilson on the **CONTROL OF ANIMAL BEHAVIOUR**, 8:00 p.m., Physics Auditorium. All members of the University Community invited.

THE CENTAUR THEATRE COMPANY in the former premises of The Stock Exchange presents **THE PRIME OF MISS JEAN BRODIE** (the London and New York stage version). Students \$2. 8:30 p.m., 453 St. Francois-Xavier Street, Old Montreal, tel. 878-1184.

THE TUDOR SINGERS OF MONTREAL: First concert, Bach, Stravinsky, Berger and chansons and madrigals (Founder-Director Wayne Riddell), 8:45 p.m., Plateau Hall, 2710 Calixa-Lavalee.

SATURDAY—25

FOOTBALL: Queen's at McGill at 2:00 p.m. in Molson Stadium.

INTERNATIONAL BROADCASTING CENTRE, Cité du Havre: Guided tours daily, 10:00 a.m. to 6:00 p.m. Admission free.

MUSEUM OF CONTEMPORARY ART: Cité du Havre, Tuesday to Sunday, 10:00 a.m. to 6:00 p.m. Admission free, tel. 873-2878.

SOCCER. Carleton at McGill. 2:00 p.m.

98¢ REVIVALS McGill Student Entrepreneurial Agencies Inc., presents **I LOVE YOU ALICE B. TOKLAS** starring Peter Sellers and Leigh Taylor-Young; shows at 6:30 and 9:00 p.m., Leacock 132.

MONDAY—27

PANORAMA OF PROGRESS IN TELECOMMUNICATIONS: Guided tours with reservations only, Monday to Friday, all day and evening, admission free. 601 Lagauchetière St. W., 870-8895.

MAUT Council Meeting, 12:30 p.m. in the Faculty Club.

TALK (English Department). Professor Lucien Goldmann, Professor at the Sorbonne and visiting professor at Columbia University will talk to the Staff and Graduate Students at 3:00 p.m. in Arts 225.

TUESDAY—28

BOOK DISCUSSION GROUP: The McGill Faculty Wives discuss **THE CULTURAL REVOLUTION IN CHINA** by Joan Robinson, 8:00 p.m. 8390 Outremont; Info: 288-3968.

CINEMATHEQUE CANADIENNE: Cinéma d'animation: **revenons aux origines** v at 7:30 p.m. Showing at 9:30 p.m., **FANTASTIC CINEMA XIII: IT HAPPENED TO-MORROW**, Director, René Clair (USA 1944), starring Dick Powell, Linda Darnell. Bibliothèque Nationale du Québec, 1700 St-Denis, entrée sud, tél. 844-8734.

STAR DOLLAR CONCERT—MONTREAL SYMPHONY ORCHESTRA: Conductor Franz-Paul Decker; Soloist: Itzhak Perlman, violinist. 8:20 p.m., The Forum, Atwater and Maisonneuve.

THE ST. JAMES LITERARY SOCIETY: Discussion on **CANADA'S NEW INDIAN POLICY** by Professor P.S. Sindell, Assistant Professor of Anthropology, McGill, and Indian speakers. 8:15 p.m., Windsor Hotel.

WEDNESDAY—29

CINEMATHEQUE CANADIENNE: **M LE MAUDIT** (M eine Stadt sucht einen Mörder) de Fritz Lang (Allemagne 1931), avec Peter Lorre. 7:30 p.m. At 9:30 p.m., **CINEMA CANADIENNE:** **Les régions du Québec II—Beauce, Bois-Francs, et Estrie.** Bibliothèque Nationale du Québec, 1700 St-Denis, entrée sud, tél. 844-8734.

HISTORIOGRAPHY COURSE: Professor M.J. Echenberg. Oral History, 7:00-8:00 p.m., Room L 15.

LOYOLA COLLEGE Wednesday Silent Film Series presents **METROPOLIS** director, Fritz Lang (Germany 1929), starring Birgitta Helm. 8:30 p.m., Smith Auditorium, Loyola College.

MEETING OF SENATE at 2:20 p.m. in Leacock Council Room.

MONTREAL MUSEUM OF FINE ARTS' Cinemusé Series, Theme: **Man and Treason**, screening **THE INFORMER** director, John Ford (USA 1935), and **DON JUAN** (Poland 1965). 8:00 p.m., Lecture Hall, Sherbrooke St. W.

SEMINAR IN MECHANICS: "Effects of Pollutants on Traffic Accidents" by A.L. Thompson. This is the third in a series of eight seminars to be presented. All interested persons are cordially invited to attend. 4:00 p.m. in Room 226, McConnell Engineering Building.

THURSDAY—30

CINEMATHEQUE CANADIENNE: Le cinéma d'animation et la formalisation. Quelques oeuvres de McLaren, René Jodoin, et Pierre Hébert illustreront l'exposé. 20 h., Bibliothèque Nationale du Québec, 1700 St-Denis, entrée sud, tél. 844-8734.

MONTREAL MUSEUM OF FINE ARTS: Cinemusé Series, French Films: theme, **Man and His Dream.** Showing **LA BEAUTE DU DIABLE** director, René Clair (France 1936), 8:00 p.m., Lecture Hall, Sherbrooke Street West.

MEETING OF SENATE COMMITTEE DEVELOPMENT: 2:30 p.m., Room 609, Administration Building.

FRIDAY—31

CINEMATHEQUE CANADIENNE presents **FANTASTIC CINEMA XIV: DR. JEKYLL AND MR. HYDE** director, Victor Fleming (USA 1941), with Spencer Tracy and Lana Turner. 7:30 p.m. Showing at 9:30 p.m., **FANTASTIC CINEMA XV: LE TESTAMENT DU DR. CORDELIER**, director, Jean Renoir (France 1959), avec Michel Simon, Gérard Philipe. Bibliothèque Nationale du Québec, 1700 St-Denis, entrée sud, tél. 844-8734.

FRIDAY NIGHT CINEMA: McGill Film Society shows **ALICE IN WONDERLAND** director, Walt Disney (USA 1951). "Full length cartoon with oysters, mad hatter, Queen of Hearts and stoned Cheshire cat." 6:30 and 9:30 p.m., Leacock 132.

MONTREAL MUSEUM OF FINE ARTS will be unveiling two major works donated by The Nathan Cummings Foundation. 5:00 p.m. Sherbrooke St. W.

POETRY READING (English Department). Visiting poet, Martin Bell from the Program in Creative Writing, University of Iowa will read his poetry. Mr. Bell is the winner of the 1969 Lamont Award in the Academy of American Poets. 4:00 p.m. in Leacock 109.

SGWU Poetry Readings: **BILL BISSETT** ("O shes a very good cook and she sure tastes good") reads at 9:00 p.m., Room 651, Hall Building, admission free.

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system with which he was working. This is becoming increasingly difficult to do because of the more complex and intricate demands being made. The same holds for the building of prostheses—artificial replacements or augmentation of natural parts of the human body. This includes artificial kidneys, limbs, heart pacers, and so on. At McGill, something more basic is being attempted.

McGill research is involved in simply trying to understand how various biological control systems work. To this effect several experiments are under way. For instance, how does a person stand up? Qualitatively, much is known. The control engineer wants quantitative data: and that is something new. To examine standing, a "force platform" was built. Using six load cells, the various forces exerted by a person standing on the platform were measured. It is assumed that one of the things a person standing up does is trying to keep his head steady, so he can maintain good image stabilization. Most persons standing on one leg with both eyes closed will lose balance after about twenty seconds. Discoveries are being made which will have clinical importance for such diseases as muscular dystrophy: When is control "good"? When is posture normal and when diseased? Patients suffering from muscular dystrophy tend to stand up on their toes, with arched back and extended rear. The reason for this is not very clear; the hypothesis is that they have lost the strength of the locking muscle of the knee. In the normal person the centre of gravity passes essentially through the knees thus making it necessary for the muscles to lock there in order to maintain posture and balance. Diseased patients must shift their centre of gravity or collapse.

Another experiment is the mathematical modeling of how the neuro-muscular system operates. The subject inserts his arm in a mechanical armrest which can move at rapid speeds. The subject is told to do various things, such as attempt to maintain his arm in one position. By measuring the activity of the appropriate muscles and the movement details of the arm, the mathematical model is built. The experimenters are concerned with differentiating neuro-muscular movements and basic spinal reflexes. There are clinical implications in the experiment for such pathological conditions as Parkinson's disease that produce involuntary muscle spasms in the patient. At present, treatment is based upon the destruction of certain nerve areas in the brain. Mathematical modeling, such as is being developed here, could possibly lead to a better cure than the simply destructive one of surgery.

Some other experiments involve the vestibular control of head and eye motion, and auditory system modeling.

To sum up, the bio-medical engineering unit is attempting to map out mathematically some of the basic biological control systems, thus providing a clearer understanding of how the human body works and enabling more efficient and more effective cures for pathological cases. It is also important to note that this systems approach is one that can be applied more universally. One of Dr. Milsum's colleagues, Dr. Laszlo, is presently at work on the application of the optimal theory in hospitals by the use of computers—something that is sorely needed, as anyone who has waited in the outpatient department of any hospital knows.

Senate continued from page 1

George Johnston, in a ringing speech denouncing the war, stated that he was "appalled at the demonic inability of those who wield power to bring an end to this menace . . . We must be prepared this once to adjourn and to show it means something to us." Some Senators then indicated they were prepared to adopt the motion to adjourn, but with the controversial parts left out.

AMENDMENT TO DELETE by Senator Sandiford, seconded by Vice-Principal Oliver: "that, 'as an expression of solidarity with the people of Viet Nam in their national liberation struggle against the US aggressors' be deleted from the original motion." Although Mr. Hamer refused to accept this amendment, Senator Lloyd withdrew his amendment. The amendment of Senator Sandiford carried 25 to 5.

Commented Mr. Grey, whose motion to extend aid to students from the United States would have come up immediately for debate, had adjournment not taken place, "This is an attempt on the part of new left thugs to prevent Senate from doing its business. This attempted sabotage obviously indicates they are not interested in giving aid to students from the US."

In rebuttal to this statement, Mr. Hamer asked Mr. Grey, "Who the hell are you?" Senator Grey is President of the McGill Students' Society. The original motion as amended was carried, and Senate adjourned at 4:45 P.M.

No Elections for Student Senators—Yet

A fair-sized controversy is shaping up over the election of students to Senate. The term for seven out of eight student seats is to expire on October 31st, and no date for elections has been called by the Students' Council. A proposal to hold elections for the seven seats on October 29th was tabled at a Council meeting last week.

Julius Grey, President of the McGill Students' Society, and a Senator himself, says that it seems to be Council's intention to choose student members by itself, without a general election from the whole student body. If this is done, he says, "There is a good reason to believe that Senate will refuse to seat the representatives chosen by Council."

Mr. Gray claims that the position of Senator "is extremely important, just as important as that of a Council member. Therefore, all the students should decide who they wish to elect."

The Judicial Committee of the Students' Council had already decided last year that those students elected to Senate were to be independent of Students' Council.

A group of student councillors, headed by the then-president, Bob Hajaly, had tried to put a motion through Council declaring student senators' responsibility to Council. Senator Grey had indicated that if this motion were to pass, he would refuse to obey it. The matter was then brought before the committee, which, however, did not rule on Council's right to elect senators by itself. Mr. Grey claims this is exactly what Council is presently attempting to do.

"This would be centralizing too much power in one group," he states. "It would be very ineffectual if people were chosen for Senate, and taken off periodically, simply because they refused to abide by a decision of a certain group of people on Council."

Student Senator Ian Hyman, past external vice-president of the Students' Society, declared at a Senate meeting recently, that "students should be able to elect whoever they want

to Senate 'without control by the Senate'." He suggested the name of Eldridge Cleaver as a possible nominee.

Marg Verrall, students' council member for the faculty of Education and a close colleague of Senator Hyman, said that "Julius doesn't really understand what it's about. The basis of tabling the proposal for an election date was not as he put it. As far as I am concerned, if we do decide to call elections, I would much rather have them by referendum of the whole student body."

"The reason for tabling the motion was because we felt that having eight students on Senate is of no avail. The ones we have now have done an awful lot of work, and got nowhere. The reason we are not calling elections is because we do not want just to put on eight people as we did last year."

Miss Verrall told the *Reporter* that some other Council members and herself are now preparing different proposals than now exist for student representation on Senate. Among these will be a suggestion for more student seats.

If no elections are called by October 31st, then the only senators left to represent student views will be Alan Journet, who represents the students of Macdonald College, and Julius Grey, who is to be appointed an ex-officio member of Senate, because of his position as President of the Students Society.



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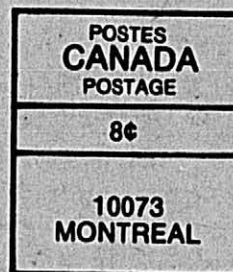
Harvey Mayne

EDITORIAL POLICY

The McGill Reporter has no editorial prejudice. It is open to contributions from anyone on any subject, and is responsible for presenting, concurrently or serially, a balance between points of view.

DEADLINES

Friday before the issue in which the item is to appear. FEEDBACK deadline is Monday.



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